TEMPLE UNIVERSITY

IMPROVING THE SPOKEN VOCABULARY OF ELEMENTARY SCHOOL CHILDREN

ISRAEL GALTER

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION IN TEMPLE UNIVERSITY

PHILADELPHIA
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FOREWORD

Several years ago, the author, in an unpublished master's thesis*, analysed the various fundamental skills that enter into general composition ability. Among these, pupils' word knowledge was found to occupy a very significant position. Since then, as a result of further experience in the teaching of English, certain aspects of the problem of vocabulary have grown more distinct, to the extent that they have stimulated a more intensive investigation in this special field.

Published vocabulary studies of others, particularly those of Jones, Thorndike, Tidyman, and Horn, have helped to confirm the timeliners of the problem and, at the same time, have brought into relief questions which originally suggested themselves incidental to class room instruction.

From the very outset, it was hoped that this study would prove of practical value to teachers. With this thought in mind, in the compilation of data application was made directly to the teachers for material found useful in their actual work with pupils.

The author wishes at this time to acknowledge his indebtedness to the teachers and principals in the Philadelphia Public Schools who cooperated with him in answering the questionnaire and in submitting class word lists. Especial thanks are due to the teachers of the Samuel Breck School who helped materially in conducting the second part of this study. To Dr. Ralph Dornfeld Owen, professor of Education at Temple University, acknowledgment is hereby made for his valuable criticisms in the preparation of this thesis and for the constant help and inspiration during several years of graduate work.

I. G.

Philadelphia, Pa.
April, 1928.

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* "Testing Written English Composition"—Master's Thesis, Temple University, 1924.

I

Summary of Vocabulary Studies

Numerous studies are on record providing data concerning the vocabulary of very young children. The earlier investigations on the whole have limited themselves to studies of individual cases of pre-school age. More recently, however, the emphasis has been shifted to a study of groups of children of school age. The possibility of utilizing thousands of cases available through the help of the public schools, together with the advance in methods of research have resulted in compilations of word lists scientifically arranged to approximate the frequency of these words in adult speech.

Interest in the improvement of word knowledge among children of elementary school age is also evident in the newer courses of study in English. In these are included specific vocabulary exercises as well as suggestions regarding method. The courses of study, however, are marked by the meagerness of their material of instruction and by the vagueness of their objectives.

Several of the outstanding vocabulary contributions are herewith summarized:

A. Size

Utterance in the form of articulate words has been found to appear as early as the seventh month (39). Most of the studies available, however, report the twelfth to the sixteenth month as the average age at which recognizable speech begins (17). Girls usually learn to talk earlier than boys and until the age of four exceed their brothers in vocabulary size. After the fourth or fifth year boys know more words than girls (12). The average child at the age of two has a command of between two hundred and four hundred words. The range at this age is from a few words to a thousand (25).

Between the ages of three and six the size of the child's vocabulary seems to increase by leaps and bounds. Several of the chief studies of this period together with their findings are summarized as follows:

Investigator	*Age of Child*	*Size of Vocabulary*
Gale	3 years	1176
Nice	3 years	1205
Whipple	3 years	1771
Brandenburg	3 years	2282
Mateer	4 years	1020
Nice	4 years	1870
Doran	5 years	1400
Langenbeck	5 years	6837
Smith	5 years	2518

The variation in results may probably be attributed to individual differences in the native intelligence of the children tested, the small number of children per study, and the variation in standards in interpreting and recording all words a child uses. The children tested were usually the sons and daughters of the investigators themselves, having a relatively excellent social background and heredity.

Results for children of the school age vary in the same way as do the results of the previous age.

Terman (32) concluded the following figures for four age levels of the Binet Scale:

Binet Age	*Size of Vocabulary*
8	3600
10	5400
12	7200
14	9000

Doran (11) tested children of the sixth, seventh, and eighth grades of two school systems with the following variations:

	School A	*School B*
Grade 6	4192	11634
Grade 7	5849	13675
Grade 8	7937	17138
Grade 9	....	18865

The children of School B are recorded as being older, grade for grade, than the children of School A, but no mention is made of

any environmental differences between the two groups, other than the fact that the pupils of School B had frequent drills in defining in connection with spelling lessons.

Kirkpatrick's (24) results strike midway between the two studies of Doran. His figures are summarized as follows:

Grade 2—4480	Grade 6— 8700
Grade 3—6620	Grade 7—10660
Grade 4—7020	Grade 8—12000
Grade 5—7860	Grade 9—13400

It must be remembered that the last three studies are concerned primarily with passive vocabulary while the studies of the pre-school children are records of active, expressional vocabulary.

B. Vocabulary Growth In School

The almost geometric increases from year to year among very young children are to be contrasted with the comparative arithmetic decreases among school children as shown in the investigation of Tidyman (37). In a study of the writing vocabularies of children from grades 3 to 9 conducted in the public schools of Connecticut, Tidyman found that the growth of children's writing vocabularies was most rapid in the first three grades. Of the 3205 different words used by these children, 1103 words, or 34 per cent, were used by pupils of the third grade. The numbers of new words first appearing in the subsequent grades decrease in almost geometric proportions. The following table summarizes his figures:

34% (1103) of the words were used by children of the third grade.
57% (1829) of the words were used by children of the third and fourth grades.
75% (2407) of the words were used by children of grades three to five.
84% (2700) of the words were used by children of grades three to six.
89% (2869) of the words were used by children of grades three to seven.
93% (2982) of the words were used by children of grades three to eight.
100% (3205) of the words were used by children of grades three to nine.

The growth per grade in terms of absolute numbers was as follows:

Grade 3 to 4—726 words
Grade 4 to 5—578 words
Grade 5 to 6—293 words
Grade 6 to 7—169 words
Grade 7 to 8—113 words
Grade 8 to 9—22 words

With the exception of grades 3 and 9, the number of children was almost evenly distributed among the grades. The larger increases in the early grades can probably be accounted for by the great change in environment between the comparatively narrow confines of the home and the broadening interests of the school room. It is impossible to keep a first grade child in a live school room from adding to his vocabulary. As he grows older, however, the task of enriching his powers of speech becomes less necessary since he finds it a very simple matter to get along on a comparatively limited word supply.

In Doran's study (Passive Vocabulary) increases were found as follows:

	School A	*School B*
Grade 6 to 7	1657 words	2041 words
Grade 7 to 8	1088 words	3463 words
Grade 8 to 9	....	1727 words

Brandenburg, in a study of 2000 school children of various grades, finds that the growth per grade in the public schools is approximately 1400 words, exclusive of variants (7). For the active vocabulary it would probably be about one-fifth of this amount, taking as a basis the ratio between Tidyman's figures and those of Doran.

C. Factors of Growth

Doran (12) found that girls surpass boys in size of vocabulary until the age of four. After this the tables are reversed. The sex difference, however, has not been definitely established.

The relation between the size of vocabulary and intelligence is reported on by Terman (33) and Brandenburg (6). The latter arrives at a correlation of .69 and Terman claims that the Vocabulary Test is better than any other three tests on the Binet Scale for indicating general intelligence. The vocabulary test results deviate more than 12 months in only 40 per cent of

the cases and more than 24 months in only 10 per cent of the cases.

The type of school environment is another factor influencing vocabulary growth. A child's surroundings and activities act as stimuli for linguistic development.

Bonser, Burch, and Turner (3) investigated the type of school curriculum best conducive to children's vocabulary efficiency. The Kirkpatrick Vocabulary Test was given to the upper classes of the Speyer, Horace Mann, and Ethical Culture schools in New York City. The Speyer School was found to have an average vocabulary from 10 to 25 per cent greater than that of the corresponding grades of the other schools. The reasons for the high results of the Speyer School are given by the investigators as follows:

(a) The subject matter of the curriculum is intimately and vitally related to the child's everyday life.

(b) The organization of all aspects of life dwells upon problems and contributions which have real significance in understanding and solving the problems of today.

(c) The work in the Speyer School calls for constant participation on the part of the pupils.

(d) The problem method calls for purposive thinking.

(e) Expression which is spontaneous and free makes for linguistic development.

Descouerdres (10), in her studies of children between the ages of two and seven, found that children from select homes reach a vocabulary level a year in advance of children from average homes.

D. Methods of Measurement

The methods employed in measuring vocabulary are generally of two kinds. For the very young children, investigators have succeeded in recording every word used by the subject during a particular period of time. The difficulties encountered in this method are:

(a) Lack of uniformity in interpreting child reactions. Gale counts phrases as single words; Whipple includes every possible variant as a separate word. Babbling sounds to one investigator are definite words and to another mere nonsense.

(b) Difficulty in making complete records. As the child grows older this difficulty increases.

For children able to read, lists have been chosen from the dictionary in a definite order and the child's vocabulary efficiency is his score in the test multiplied by the ratio existing between the number of words in the vocabulary test and the dictionary from which the words of the test were selected.

Kirkpatrick (24) obtained one hundred words from Webster's Academic Dictionary (first, second, or last word of every sixth page). The subjects are asked to mark the known words with a plus sign, the unknown words with a minus sign, and the doubtful words with a question mark.

Doran (12), Bobbit (1), Bonser (3), Burch (3), Turner (3), and Starch (31) used practically the same methods as Kirkpatrick. Brandenburg (5) required his subjects to use words in sentences and to put a cross after words not known. Terman (32) tested his subjects individually and required an oral definition.

Gerlach (17) required children to choose one of four alternative definitions in a list of 600 words. Smith (30) devised a special situation for each of 203 words. In each case the child was required to react to the situation in a manner which would indicate his comprehension of the word.

Thorndike (36) selected words at definite intervals from his own Word List, the words of highest frequency being given preference.

E. Word List

Word lists compiled recently may be classified into three types: lists obtained from children's vocabulary, lists obtained from adults' vocabulary, and lists obtained from literature.

Jones (23), a pioneer in the field, obtained 4,532 words used by school children in grades 2 to 8. Although compiled primarily for the purpose of constructing a spelling curriculum for the

elementary grades, it provides significant data of children's general expressional vocabulary. A given word is assigned to the lowest grade in which at least 2 per cent of the pupils use it. No word is recorded in any grade unless it is used by at least 2 per cent of the pupils of that grade.

Tidyman (37) similarly gathered 3,205 running words from the written compositions of public school children in Connecticut in grades 3 to 9. Reference has already been made to this study.

Madeline D. Horn (19) with the cooperation of the Child Study Committee of the International Kindergarten Union determined the Thousand and Three words most frequently used by Kindergarten children. This list of words was obtained by recording verbatim the conversations of children while in attendance at Kindergarten.

Of the second type, the contribution of Ernest Horn (18) stands out preeminently. His study contains a basic writing vocabulary list of 10,000 words most commonly used by adults in writing. His sources of data include business correspondence, personal correspondence, correspondence of literary people, letters of application and recommendation, minutes, resolutions, committee reports, and excuses written by parents to teachers. The words are arranged alphabetically and designation is made of the frequency of each.

Thorndike's Teacher's Word Book illustrates the third type. His list contains 10,000 words which are found to occur most widely in children's literature, the Bible and English classics, elementary school text books, books about cooking, sewing, farming, the trades, the daily newspapers, and correspondence.

It is interesting to note that both the Horn and Thorndike lists, although compiled from entirely different types of sources practically overlap.

In none of the lists examined is an effort made to fix upon words a degree of utility for the purposes of vocabulary instruction or allocation in any particular grade.

F. Courses of Study

Courses of study in the United States generally make little or no provision for definite vocabulary instruction. Most of them

allude to the vocabulary objectives only in the most general terms. Such expressions as the following are typical of the more recent syllabi.

"There should be a constant effort to broaden and enrich the pupils' vocabulary; to teach discrimination in the choice of words, and to make a beginning in the appreciation of a sense of word values. The following types of exercises are useful in broadening and enriching the vocabulary—exercises which call for words that describe, which call for synonyms and antonyms; exercises which call for discrimination in the selection of words to express the exact meaning intended. . . . Students should form the habit of copying into their note books words or expressions heard or read that they would like to add to their vocabulary."[1]

The Philadelphia Course of Study in English[2] provides for incidental vocabulary enlargement throughout the elementary grades through literature and oral and written composition. Formal vocabulary instruction is provided for in the spelling lesson, word derivation, convenient expressions and synonyms.

The City of Baltimore Course of Study in English[3] aims for clearness, variety of expression, precision, and beauty. In addition, it suggests methods and devices for word growth.

With the exception of the spelling lesson, nothing is provided by any course of study in the way of specific content material for formal lessons in word study.

Summary

Studies in the field of vocabulary reveal the following tendencies:

(a) During the very early stages of a child's life, the rapid language development corresponds in general to the rapid intellectual development.

(b) As the child grows older, the influences of external educational agencies become more pronounced.

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[1] Course of Study in Language published by the State Dept. of Public Instruction, Raleigh, N. C., 1923, p. 242.

[2] The Course of Study in English, Philadelphia Board of Public Education, Phila., 1917

[3] English Course of Study for Grades Four, Five, and Six,—City of Baltimore, Dept. of Education, 1924, p. 26.

(c) The school, by its program of studies and by the opportunities it offers for spontaneous participation and expression, can become a very influential factor in directing vocabulary improvement.

(d) Courses of Study in English stress vocabulary improvement but are vague as to the material of instruction and the methods to be employed.

(e) Several word lists have recently been compiled, none of which classifies the words upon the basis of their utility for any particular grade.

II

Nature of Present Investigation

A. Statement of the Problem

This investigation is concerned with improving that part of formal school instruction which aims primarily at increase in oral word knowledge. The problem will be considered from two points of view:

(1) The material of instruction.
(2) The method of presentation.

One of the chief vocabulary problems that confront the teacher of elementary school children is that of selecting the proper word for emphasis in any particular grade. This problem becomes more difficult when it is realized that a public school class usually consists of representatives of various social strata and that words present different degrees of difficulty to different elements of the class. Existing word lists are available which give, with a fair amount of accuracy, the frequency of words commonly used in adult vocabulary. To interpret such frequencies for the purpose of allocating the words for particular grades is a matter for scientific investigation.

Furthermore, once the question of allocation of words is solved, there arises the second question, namely, in connection with what school activities should such words be presented? An examination of the existing elementary school courses of study reveals the following major opportunities for word improvement:

(1) The reading lesson.
(2) The composition lesson (written and oral).
(3) The spelling lesson.
(4) The vocabulary lesson.
(5) The word derivation lesson.
(6) The teaching of school subjects in which word growth is incidental.

For the purposes of particular study the present investigation will limit itself to one of these types—the oral composition lesson. This subject has recently come to occupy an important place in the teaching of English. Essential parts of the technique of oral composition instruction include an audience, supplied by the class, and a speaker. The latter delivers his talk formally to his fellow pupils on some subject of interest to both speaker and audience. The content of the talk is usually either a personal experience or a reproduction of a story taken from the literature of the grade. At some time during the lesson the class is invited to offer criticisms and suggestions. Since a fundamental aim of the lesson is vocabulary improvement, the children are encouraged to repeat words or expressions heard in the talk, which are deemed desirable for assimilation by the rest of the class.

Two questions arise, the answers to which are attempted here: First, which method—story reproduction or original experience—is productive of greater extension in word knowledge? Secondly, which words should the teacher select from those suggested by the children as being worthy of special drill?

The two phases of our problem should be applicable to two types of English instruction, the informal and the formal. Every lesson taught raises vocabulary difficulties which require either incidental or formal attention. The importance of a vocabulary difficulty will depend upon the utility of the word for the children at a given age. Some words may be disregarded even though they are not understood by a majority of the class Other words should be given special drill and emphasis. A word list arranged by grade should be helpful in determining the importance of vocabulary difficulties. The comparative efficiency of story reproduction and original experience should help the teacher in using the more economical type of activity for presenting the words.

Stated specifically, the following projects are attempted in accordance with the foregoing discussion:

(1) To make available for teachers of elementary grades a list of words and phrases to be used in connection with their word study or vocabulary lessons.

(2) To include in this list such words and phrases as will meet with the following requirements:

a—They shall be useful to children for their everyday language needs.

b—They shall be words which are not readily acquired informally.

c—They shall be useful as a nucleus for a desirable adult vocabulary.

(3) To allocate the words of the list to particular grades.

(4) To designate each word or phrase for various groups within each grade.

(5) To determine the preferable method of instruction—reproduction of stories or telling of original experiences—in extending children's vocabulary.

B. Fundamental Assumptions

The following principles were assumed in compiling the word list:

(1) Groups of words expressing unit ideas were treated as single entities. In order to compare the position of these groups in existing word lists where only single words are recorded the most important element of the group was considered. In the event that there were two or more important elements, the phrase was represented by the element offering the greatest difficulty. (Lowest frequency.)

(2) All words recommended by teachers were listed as having some value. In order to attain a finer degree of utility, however, each word was checked by its position in other word lists.

(3) Relationships obtained between two lists on the basis of words common to both were also applied to words of similar difficulty but only occurring in one of the lists.

(4) Words understood by 75 per cent or more of a class were classified as unnecessary for formal drill.

(5) Words too difficult for 75 per cent of a class were classified as unnecessary for formal drill. Sufficient explanation may be given only to meet the requirements of the particular context.

(6) Words were considered of maximum utility when they were within the comprehension of the middle 50 per cent of the class or more and were found valuable for adult vocabulary.

(7) The degree o frequency in the use of words was taken as an approximate indication of the degree of difficulty of comprehension.

In the experiment on method in oral English the following principles were assumed:

(1) Increase in word knowledge is indicative of increase in active vocabulary.

(2) Ability to identify a word by its synonym indicates a sufficient knowledge of the word.

(3) The two groups of teachers as a whole were equal in teaching efficiency.

(4) The two groups of children tested had approximately the same distribution of intelligence.

III

Procedure—The Word List

A. The Questionnaire

A questionnaire was submitted to a group of teachers of grades one to six containing the following item:

The Philadelphia Course of Study in English states: "The teacher should make a definite effort to enlarge the pupil's spoken vocabulary through these (oral English) lessons. . . . Lists (of words and expressions) should be made and kept before the pupils for reference. The content of these lists will be determined by the peculair needs of each class." (p. 79).

On the following page, list, to the best of your ability, any words or expressions you have found suitable for the children of your grade during the past term. If the lists have been destroyed, record as many as you can from memory.

B. The Teachers

Answers were received from 14 schools, totalling 169 teachers and representing approximately 7000 children. The teachers were distributed by grades as follows:

Grade	I	II	III	IV	V	VI	Total
No. of teachers	29	26	25	28	28	33	169

C. The Children

The children furnishing the words, or, in some way, directly responsible for the teachers' selecting the words, were representative of the variety of elements usually obtaining in any large American city. The following is a brief description of the social background of each of the schools as expressed by the teachers and principals:

School Number 1. Located in the heart of a textile mill district. Approximately 50 per cent of the parents are employed in the neighboring mills. There is a sprinkling of professional people and skilled laborers and a number of small merchants.

The language of the home is predominantly fair English although there are several foreign-born Italian families in attendance.

School Number 2. A select group of American children. Parents are leaders in professional and commercial classes. Cooperative and highly intelligent homes. Good and excellent English spoken at home.

School Number 3. Next door to a good residential section. Sprinkling of foreign element; mixture of skilled and unskilled laborers. Fair English spoken at home.

School Number 4. Fair residential section with poor outlying alleyways; industrial section with coal yards. Predominance of native Irish-Americans who prefer the public school to the neighborhood parochial school; 50 per cent negroes; English spoken at home generally poor.

School Number 5. Foreign Polish section with mixture of southern negroes. Population consists chiefly of unskilled laborers. Foreign language at home predominates. Very poor English spoken in the negro homes.

School Number 6. Good residential section. Population is a mixture of professional, commercial, and skilled laboring classes with very little of the foreign element. Good English spoken at home.

School Number 7. School located in the heart of the slum district; 30 per cent negro, 35 per cent mixed slavic races, and 35 per cent Jewish merchants. Language of home extremely poor.

School Number 8. Foreign section, children of Jewish immigrant parents. Mixture of skilled and unskilled laborers with small percentage of petty merchants. Foreign language and poor English spoken at home.

School Number 9. Excellent suburban residential section. Good native American stock with very small percentage of foreign-born. Organized community agencies cooperating with school. Intelligent and cooperative homes. Language of home is good.

School Number 10. Population chiefly native Americans who are employed as skilled laborers. Language of home is fair.

School Number 11. Native Americans of poorer type. Mill district, chiefly textile. Language of home is fair.

School Number 12. Native Americans of the artisan class. Would send children to private school if they had the money. Fair English spoken at home.

School Number 13. Forty per cent small storekeepers; 60 per cent unskilled laborers, of whom 40 per cent are negroes. Poor to fair English spoken at home with a large percentage of foreign language.

School Number 14. Outlying suburban district, native Americans, agricultural community.

D. The Words

In all there were 2,669 words and phrases suggested by the teachers as being of practical use to children. These were distributed by grades as follows:

Grade	I	II	III	IV	V	VI	Total
Number	294	242	674	645	469	345	2669

The words were alphabetically arranged in accordance with the following plan:

(1) Single entries were made of the following groups even though they were suggested several times:

a. Nouns whose plural ends in s, es, or ies.
b. Adverbs formed by adding ly to the adjectives.
c. Comparatives and superlatives formed by adding r, er and st, est.
d. All weak verbs.

(2) Phrases were listed according to the first word of the phrase.

(3) Where a derived form was given, belonging to Classification I above, the listing was made of the form as given, with the derived ending in parentheses.

(4) Technical words applying to particular fields of knowledge were omitted.

The following data were obtained and listed for each word:

(1) Whenever a word was suggested by several teachers for the same grade, such frequency was noted in parentheses in the word column.

(2) Suggestions of the same word for several grades were recorded in the second column. Thus the word "experience" is suggested by teachers of grades I, IV, V, and VI.

(3) The grade position of each word in the Jones list was recorded in the column marked Jones.

(4) The frequency of each word in the Thorndike list was recorded in the column marked Thorndike.*

(5) The utility of each word for the grade as confirmed by the various lists and explained later in this study was recorded in the column marked Value. The symbols A, B, C, were used to denote the following:

A—Too easy for the grade; word known to 75 per cent of the class.

B—Satisfactory for middle 50 per cent of the class.

C—Too difficult for 75 per cent of the class.

(6) In the last column, words are reallocated wherever necessary. A dagger (†) indicates that the word is too easy for Grade 1; a star (*) indicates that the word is too difficult for Grade 6.

E. Tables

Tables I and II show the distribution of the Teachers' Word

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* In this column, as well as in other discussions relating to the Thorndike Word List, the Thorndike Key is used. The following summary of the Key is herewith reproduced from *The Teacher's Word Book:*

Credit-Number	*Position of Word*
49 or over	1 to 1000
29 to 48	1001 to 2000
19 to 28	2001 to 3000
14 to 18	3001 to 4000
10 to 13	4001 to 5144
9	5145 to 5544
8	5545 to 6047
7	6048 to 6618
6	6619 to 7262
5	7263 to 8145
4	8146 to 9190
3	9191 to 10000

In the case of the 5000 most important words, the credit-number is followed by a second number combined with a letter which indicates in which thousand and in which half thereof the word belongs. Thus 2a means that the word is in the first half of the second 1000, 3b means that the word is in the second half of the third 1000. Within the first 500 words there is a further distinction into hundreds, 1a1 meaning that the word is one of the first 100; 1a2 meaning that it is in the second 100; 1a3, that it is in the third 100; 1a4, that it is in the fourth 100; 1a5, that it is in the fifth 100.

(NOTE:—The term "Teachers' Word List" is used to designate the word list compiled in this study.)

List on the basis of the Jones list. Of the 2669 words only 1705 are listed by Jones. It should be noted in this connection that:

(1) The Jones list was compiled approximately 15 years ago, during which time a vast number of new words and expressions have been added to the vocabulary of everyday life.

(2) No word was listed by Jones for any grade unless it was used by at least 2 per cent of the students of that grade.

(3) Generally speaking, Jones's words are related to the academic phase of the school room and can hardly be said to include words of the all-round activities engaged in by children.

(4) No words are listed by Jones for Grade I.

Despite these limitations the Teachers' Word List will be seen to correlate favorably with the Jones list. Thus, taking Grade II as an example, it will be found that 160 of the 204 listed words of the Teachers' List (78 per cent) are also listed for the same grade by Jones.

Table III shows the number of phrases contained in the Teachers' Word List distributed by grades. The largest number (109) is given by teachers of grade III.

Tables IV and V show the distribution of the Teachers' Word List on the basis of the Thorndike List. The following general tendencies may be noted:

(1) The higher the grade, the greater the number of words appearing in the second, third, fourth, and fifth thousand.

(2) Taking the totals, there is a gradual decrease in numbers as the Thorndike frequency rises. Thus, there are 796 words in the first thousand, 562 words in the second thousand, 385 words in the third thousand, etc.

Table VI summarizes Table II. This shows a comparison between the Jones List and the Teachers' Word List by quartiles. Thus, 25 per cent of the words recommended by the Philadelphia teachers for their first grade would be listed by Jones in a theoretical ".9" grade; 50 per cent of the words listed by the Philadelphia teachers for grade VI would be listed by Jones in a theoretical "5.4" grade; etc. It is evident that of the words listed by both Jones and the Philadelphia teachers there is a striking agreement as to their allocation in grade.

Table VII summarizes Table V. This shows the Thorndike frequencies for the quartiles in each grade of the Teachers' Word List. Thus, 25 per cent of the words recommended by the Philadelphia teachers for their first grade would be placed in the first 826 or better in the Thorndike List; 50 per cent of the words suggested by the Philadelphia teachers for sixth grade would be listed in the first 3615 in the Thorndike List.

The significant points of Tables VI and VII are noteworthy:

(1) The words suggested by the teachers are confirmed by an earlier list compiled under entirely different circumstances.

(2) There is a regular decrease in frequency as the grade rises.

These two points are utilized in constructing Table VIII. It will be seen from Table VII that in grades I, II, and III, words having a frequency of 500 or less fall within Q 1 of the Teachers' List. It is assumed that other words in the Thorndike List not suggested by the Philadelphia teachers are equal in difficulty with the words suggested. We can generalize, therefore, by saying that words falling in Thorndike's first 500 are known to 75 per cent of the children of grades I, II, and III and the teachers of these grades may safely omit these words from special drill.[1]

In the same way are allocations made for each grade and for each quartile in each grade. While it is possible to apply this classification to all the words of the Thorndike List, it is primarily intended as a basis for classifying the words selected in this study.

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[1] It is interesting to note that practically all words designated as too easy for grade I are included in a list contained in the Twenty-Fourth Year Book of the National Society for the Study of Education entitled "The Commonest Words in the Spoken Vocabulary of Children Up to and Including Six Years of Age." The latter represents a combination of three investigations on the vocabularies of children of pre-school age.

TABLE I

DISTRIBUTION OF TEACHER'S WORD LIST ON BASIS OF JONES LIST
TOTAL WORDS AND PHRASES

JONES GRADE	I	II	III	IV	V	VI	TOTAL
2	131	160	309	115	56	41	812
3	26	15	46	26	7	8	128
4	25	10	52	62	29	19	197
5	10	6	42	50	32	18	158
6	8	10	39	45	25	24	151
7	6	3	20	34	36	26	125
8	1	0	16	36	47	34	134
Not Listed	87	38	150	277	237	175	964
Total Listed	207	204	524	368	232	170	1705
Totals	294	242	674	645	469	345	2669

Roman numerals represent grades in the Philadelphia schools. Phrases are listed according to their most important element as determined by the Thorndike List. This table should read: Of the 294 words and phrases listed by the teachers for Grade I, 131 are listed by Jones for Grade II, 26 for Grade III, 25 for Grade IV, etc.

TABLE II

DISTRIBUTION OF TEACHERS' WORD LIST ON BASIS OF JONES LIST
SINGLE WORDS ONLY

JONES GR	I	II	III	IV	V	VI	TOTAL
2	90	125	265	91	25	20	616
3	26	15	42	22	6	3	114
4	25	10	43	58	25	16	177
5	10	5	32	42	27	13	129
6	8	10	34	44	22	19	137
7	6	3	15	34	32	20	110
8	1	0	11	32	44	29	117
Not Listed	83	38	123	257	206	154	861
Total Listed	166	168	442	323	181	120	1400
Totals	249	206	565	580	387	274	2261

Roman Numerals represent grades in the Philadelphia Schools.

TABLE III

DISTRIBUTION OF PHRASES OF TEACHERS' WORD LIST

GRADE	NUMBER OF PHRASES
I	45
II	36
III	109
IV	65
V	82
VI	71
	Total...408

TABLE IV

DISTRIBUTION OF TEACHERS' WORD LIST ON BASIS OF THORNDIKE LIST
TOTAL WORDS AND PHRASES

THORNDIKE FREQUENCY	I	II	III	IV	V	VI	TOTAL
1– 1000	110	141	262	135	94	54	796
1001– 2000	67	43	164	139	78	71	562
2001– 3000	47	25	85	94	79	55	385
3001– 4000	17	14	46	59	53	32	221
4001– 5144	22	5	46	48	42	35	198
5145– 5544	8	1	10	13	5	11	48
5545– 6047	3	2	11	18	13	6	53
6048– 6618	3	1	7	15	12	7	45
6619– 7262	5	4	7	18	11	8	53
7263– 8145	3	1	9	12	16	5	46
8146– 9190	3	1	3	15	12	10	44
9191–10000	3	1	5	19	7	9	44
Not Listed	3	3	19	60	47	42	174
Total Listed	291	239	655	585	422	303	2495
Total	294	242	674	645	469	345	2669

TABLE V

DISTRIBUTION OF TEACHERS' WORD LIST ON BASIS OF THORNDIKE LIST
SINGLE WORDS ONLY

THORNDIKE FREQUENCY	I	II	III	IV	V	VI	TOTALS
1– 1000	75	108	213	106	57	24	583
1001– 2000	61	42	138	127	61	51	480
2001– 3000	45	24	73	88	74	45	349
3001– 4000	16	13	39	51	47	26	192
4001– 5144	22	5	36	44	39	33	179
5145– 5544	8	1	10	13	5	10	47
5545– 6047	3	2	11	18	12	6	52
6048– 6618	3	1	4	14	11	6	39
6619– 7262	4	4	7	17	11	7	50
7263– 8145	3	1	8	11	13	5	41
8146– 9190	3	1	3	14	11	10	42
9191–10000	3	1	5	17	4	9	39
Not Listed	3	3	18	60	42	42	168
Total Listed	246	203	547	520	345	232	2093
Total	249	206	565	580	387	274	2261

Roman numerals represent grades in the Philadelphia Schools.

TABLE VI

QUARTILE DISTRIBUTION OF TEACHERS' WORD LIST ON BASIS OF JONES GRADES

(Summarizes Table II)

	I	II	III	IV	V	VI
Q 1	.9	.7	.8	1.7	3.6	3.4
Median	1.8	1.3	1.7	3.7	5.6	5.4
Q 3	3.3	2.7	3.5	5.5	6.9	6.9

Roman numerals represent grades in the Philadelphia schools. Figures in the columns represent grades as listed by Jones. Thus, 25 per cent of the words recommended by Philadelphia teachers for their first grade would be listed by Jones in a theoretical ".9" grade. The words represented in this table are only the single words that are common to both lists. (62 per cent.)

TABLE VII

QUARTILE DISTRIBUTION OF TEACHERS' WORD LIST ON BASIS OF THORNDIKE LIST
(Summarizes Table V)

	I	II	III	IV	V	VI
Q 1	826	472	662	1307	1655	1864
Median	1803	944	1500	2647	3042	3615
Q3	3312	2125	3000	5711	5711	6232

Roman numerals represent grades in the Philadelphia schools. Figures in the columns represent Thorndike positions. Thus, 25 per cent of the words recommended by Philadelphia teachers for their first grade would be placed in the first 826 or better in the Thorndike List. This table is computed on the basis of the single words only.

TABLE VIII

Final Allocation of Words for Active Child Vocabulary

(Words Selected on Basis of Thorndike Frequency and on Quartile Distribution of Table VII)

	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
A*	Less than 500	Less than 500	Less than 500	Less than 1000	Less than 1500	Less than 1500
B**	500–2000	500–2500	500–3000	1000–4000	1500–5545	1500–6618
C***	Above 2000	Above 2500	Above 3000	Above 4000	Above 5545	Above 6618

* Too easy; known to 75 per cent of class.
** Satisfactory for middle 50 per cent of class.
*** Too difficult for 75 per cent of class.
Figures represent frequency on Thorndike Word List.

F. Limitations of the Word List

1. A conflict may exist between the technical vocabulary imposed arbitrarily by a local course of study and the vocabulary resulting from the natural interests of the children. The word "repetition", for instance, is suggested by teachers for grades 1, 4, 6, and 5 probably because that word is used technically in the course of study in Art in the Philadelphia Public Schools. By scientific allocation, however, it is found too difficult for any of the elementary grades.

2. Homonyms and words having different shades of meaning are not analysed in the list. In such cases teachers will have to use their judgment as to which of the meanings is referred to in the list. Thus the word "form" listed as too easy for grade 1 may present series difficulties for adults in certain of its meanings.

3. Words as part of groups are often more difficult than when used alone. The word "find", for instance, is listed as too easy for grade 1. The expression "finding himself" suggested for grade 3 is identified by its chief element "find", thus making necessary the classification of the entire phrase as too easy for grade 1. As a matter of fact, the teacher, here too, will have to use her judgment and often decide against the allocation in the list in the case of certain word groups.

4. Many words listed by Thorndike and others as having low frequencies have assumed high frequencies after the studies were completed. As a result many words listed as too difficult by reason of an originally low frequency are now matters of daily usage and consequently very easy. The word "sedan" is in Thorndike's tenth thousand but would probably be in the fifth or sixth thousand if the same study were repeated today.

IV

The Word List

GRADE 1

		JONES	THORNDIKE	VALUE	REALLOCATION
absent	3	3	25–3a	C	2
accident	4	7	26–4a	C	4
acorn		3	10–5b	C	5
afraid	5	n. l.	54–1b	B	
alive		2	41–2a	B	
all for *health*		n. l.	49–1b	B	
alone		2	89–$1a_4$	A	†
along *came* (2)		2	113–$1a_2$	A	†
a long *time* ago		2	183–$1a_1$	A	†
angry	2, 4, 5	5	47–2a	B	
animal	3, 4	4	70–1b	B	
answer	2, 3	2	91–$1a_4$	A	†
ate		2	33–2b	B	
a *week* ago		2	84–$1a_5$	A	†
awoke		n. l.	13–5a	C	5
beam	3	n. l.	44–2a	B	
beast		4	56–1b	B	
began (2)		2	73–1b	B	
beggar		3	24–3a	C	2
bib		n. l.	7	C	6
billow(s)		n. l.	12–5a	C	5
bleat(ing)		n. l.	12–5a	C	5
blizzard		3	4	C	*
booklet		n. l.	4	C	*
bowl		n. l.	45–2a	B	
brag		n. l.	6	C	*
bristle(s)		5	6	C	*
broken		2	59–1b	B	
brush *teeth*		2	33–2b	B	
brook		5	52–1b	B	
brother and I		2	87–$1a_4$	A	†
bulb		n. l.	10–5b	C	5
bulletin board (3)		n. l.	6	C	*
cabbage(s)	3, 4	2	15–4b	C	4
calendar		4	11–5b	C	5
cane		3	21–3b	C	3
careful(ly)	5	2	59–1b	B	
castle	6	n. l.	46–2a	B	
catch		2	69–1b	B	
caught		2	47–2a	B	
change		2	101–$1a_3$	A	†
chart (3)		2	11–5b	C	5
cheerful	4	n. l.	30–2b	B	
chest	3	n. l.	29–2b	B	
clever	5	n. l.	16–4a	C	4
close by		2	105–$1a_3$	A	†
coast(ed)	3	2	54–1b	B	
comb hair		2	17–4a	C	4
company	2	4	78–$1a_5$	A	†
contrary	5	5	26–3a	C	3
courteous (3)	6	n. l.	12–5_6	C	5

GRADE 1—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
crab		n. l.	14–4b	C	4
crept	3	2	19–3b	C	3
crooked	3, 4	2	16–4a	C	4
cross	2	2	88–$1a_4$	A	†
crow	4	2	30–2b	B	
crown	4	3	50–1b	B	
crush		n. l.	28–2b	C	2
cupboard		2	13–5a	C	5
dame		n. l.	19–3b	C	3
decay		n. l.	26–3a	C	2
dew		6	32–2b	B	
dimple(d)		n. l.	8	C	6
disagreeable	5	n. l.	9	C	5
dizzy		2	9	C	5
dog		2	73–1b	B	
doll	3	2	28–2b	C	2
donkey		3	17–4a	C	4
dove		2	24–3a	C	2
drum		2	33–2b	B	
dust		2	51–1b	B	
earnest		5	30–2b	B	
easily	3	7	31–2b	B	
edge		2	53–1b	B	
elf		n. l.	13–5a	C	5
every *day*		2	176–$1a_1$	A	†
excit(ing) (2)		7	24–3a	C	2
excuse me	3	2	31–2b	B	
experience (2)	4, 5, 6	2	40–2a	B	
fair		n. l.	114–$1a_2$	A	†
family	3	3	83–$1a_5$	A	†
fierce		3	41–2a	B	
finally	2, 4, 5, 6,	3	40–2a	B	
flew by		2	33–2b	B	
fly	3	2	76–$1a_5$	A	†
fog		n. l.	17–4a	C	4
fond	3, 4	3	39–2a	B	
forest	4	4	63–1b	B	
fort		3	29–2b	B	
frighten(ed)	3, 5, 6	4	33–2b	B	
frost	3	2	45–2a	B	
gallop		n. l.	22–3b	C	3
gather	2, 4	4	67–1b	B	
gently (2)	2, 5	n. l.	21–3b	C	3
germ(s) (2)		n. l.	9	C	5
gingerbread		n. l.	9	C	5
gnaw	2	2	13–5a	C	5
gobble		3	9	C	5
gone (2)		2	64–1b	B	
good-bye (2)	2	2	20–3b	C	3

GRADE 1—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
good-*morning* (3)		2	102–1a$_3$	A	†
goose		2	38–2a	B	
gown	3	n. l.	31–2b	B	
grind (2)		2	29–2b	B	
group (3)		4	33–2b	B	
growl	3	2	13–5a	C	5
guest		5	38–2a	B	
hare (2)		5	20–3b	C	3
harm		n. l.	39–2a	B	
harvest		n. l.	44–2a	B	
has been *eating*		2	88–1a$_4$	A	†
has been *lying*		2	37–2a	B	
has *broken*		2	59–1b	B	
has *eaten*		n. l.	88–1a$_4$	A	†
hatch		2	13–5a	C	5
hawk		2	22–3b	C	3
healthy (2)	4	4	16–4a	C	4
helpful		n. l.	10–5b	C	5
hoe(ing)	4	2	14–4b	C	5
hollow		3	43–2a	B	
hood		2	20–3b	C	3
hop	3	n. l.	27–3a	C	2
horn		2	46–2a	B	
howl		2	27–3a	C	2
I *brought* you		2	76–1a$_5$	A	†
icy		n. l.	15–4b	C	4
if you *please*		2	93–1a$_4$	A	†
I *haven't* any	2, 5	n. l.	194–1a$_1$	A	†
I *lost* my		2	76–1a$_5$	A	†
immediate(ly)	4, 5	7	38–2a	B	
improve		6	32–2b	B	
inside		2	48–2a	B	
joke	3	n. l.	21–3b	C	3
jump	3	2	49–1b	B	
just		2	140–1a$_2$	A	†
kind	3	2	118–1a$_2$	A	†
kindness	2	2	31–2b	B	
king		2	99–1a$_3$	A	†
lane	4	4	25–3a	C	2
last *night*		2	122–1a$_2$	A	†
leap(ed)	3, 4	6	44–2a	B	
leave	2, 4	2	117–1a$_2$	A	†
lettuce	4	4	10–5b	C	5
library	4	4	34–2b	B	
light(ed)		4	120–1a$_2$	A	†
luck		n. l.	24–3a	C	2
lying		3	37–2a	B	
man	3	2	175–1a$_1$	A	†
manger (2)	4	3	11–5b	C	5

GRADE 1—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
market	4	3	61–1b	B	
mast	3	n. l.	23–3a	C	2
master		4	74–1b	B	
material(s)	4	6	45–2a	B	
may I be *excused*		2	31–2b	B	
men	3	2	119–$1a_2$	A	†
middle-sized		2	65–1b	B	
miller		n. l.	19–3b	C	3
mine		2	77–$1a_5$	A	†
moccasin(s)		n. l.	7	C	6
moment		7	71–1b	B	
mountain		2	77–$1a_5$	A	†
nail *file*		3	26–3a	C	2
naughty		2	15–4b	C	5
neat		2	27–3a	C	2
needle	3	2	33–2b	B	
neighbor		2	66–1b	B	
neighborhood		6	28–3a	C	2
net		n .l.	36–2a	B	
nip(ped)		n. l.	10–5b	C	5
No, Miss X		2	181–$1a_1$	A	†
now and *then*		2	173–$1a_1$	A	†
nurse		2	39–2a	B	
obedient (2)	3, 4, 6	6	13–5a	C	5
offer(ed)		2	68–1b	B	
ogre		n. l.	5	C	*
once there was		2	111–$1a_3$	A	†
once upon a *time*	2, 5	2	183–1 a_1	A	†
one bright *day*		2	176–$1a_1$	A	†
one fine *day*		2	176–$1a_1$	A	†
one *morning*		2	102–$1a_3$	A	†
one rainy *day*		2	176–$1a_1$	A	†
orchard		2	30–2b	B	
ox		n. l.	36–2b	B	
pair		2	60–1b	B	
papoose		n.l.	n. l.		
parsley		n. l.	5	C	*
paw	2	2	23–3a	C	2
peck(ed)		2	20–3b	C	3
phrase (3)	6	5	19–3b	C	3
picture	2, 3	2	80–$1a_5$	A	†
plant	3	3	95–$1a_3$	A	†
pleasant	4, 5	n. l.	64–1b	B	
please (2)	3	2	93–$1a_4$	A	†
please *excuse* me		2	31–2b	B	
plenty		3	43–2a	B	
pond		2	33–2b	B	
porridge		n. l.	5	C	*
poster		n. l.	n. l.		
prepare	2, 4, 6	4	57–1b	B	
price		3	59–1b	B	

GRADE 1—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
prick(ed)		n. l.	19–3b	C	3
princess		n. l.	27–3a	C	2
pudding		2	22–3b	C	3
queen	3	4	74–1b	B	
rabbit		2	31–2b	B	
race	2	2	56–1b	B	
rag(s)		2	24–3a	C	2
ran(on)	5	2	56–1b	B	
rap (2)		n. l.	13–5a	C	5
repetition	4, 6, 5	n. l.	6	C	*
replied	3, 4	4	64–1b	B	
return	4	5	68–1b	B	
road	4	n. l.	89–$1a_4$	A	†
rooster		2	11–5b	C	5
run	3	2	115–$1a_2$	A	†
sailor		n. l.	36–2b	B	
saw	4	2	102–$1a_3$	A	†
scarecrow		n. l.	3	C	*
scrap		3	15–4b	C	4
seen		2	89–$1a_4$	A	†
sentence		4	27–3a	C	2
sew	3	2	43–2a	B	
shadow	2	2	47–2a	B	
sheep (4)		n. l.	67–1b	B	
shepherd		4	32–2b	B	
shepherdess		n. l.	3	C	*
sigh		n. l.	41–2a	B	
sister and I		2	78–$1a_5$	A	†
slam		n. l.	7	C	6
sleet		n. l.	8	C	5
snarl(ed)		n. l.	9	C	5
soil(ed)	3, 5	4	58–1b	B	
space(s) (2)		n. l.	50–1b	B	
spade (3)	2, 3	n. l.	21–3b	C	3
spy		6	30–2b	B	
squaw		n. l.	3	C	*
stall		2	21–3b	C	3
stile		n. l.	6	C	*
stir		n. l.	43–2a	B	
strange		5	66–1b	B	
suggest		8	24–3a	C	2
suppose		3	65–1b	B	
swam		4	9	C	5
sweetmeats		n. l.	n. l.		
tag	6	2	9	C	5
take a *bath*		3	27–3a	C	2
tend		n. l.	27–3a	C	2
thank you (3)	3	2	83–$1a_5$	A	†
these, this, those, that		2	142–$1a_2$	A	†
thirsty		2	15–4b	C	4

GRADE 1—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
this *week* end		2	84–1a$_5$	A	†
thread		2	49–2a	B	
tidy (3)		7	4	C	*
tight		2	31–2b	B	
timid	3	6	16–4a	C	4
tiny	2, 4	n. l.	36–2b	B	
to-day is—		2	80–1a$_5$	A	†
tomorrow will be—		2	61–1b	B	
tortoise	3	n. l.	12–5a	C	5
trap		4	29–2b	B	
traveler	2	6	40–2a	B	
trick		n. l.	33–2b	B	
tuck		n. l.	15–4b	C	4
twin		n. l.	23–3a	C	2
unpleasant		n. l.	10–5b	C	5
upset (2)	6	2	12–5a	C	5
velvet (2)		4	25–3a	C	2
very *well*		2	160–1a$_1$	A	†
vex		n. l.	23–3a	C	2
village		4	50–1b	B	
visit (2)		2	81–1a$_5$	A	†
wagon		n. l.	38–2a	B	
walk		2	108–1a$_3$	A	†
wand		n. l.	20–3b	C	3
want(ed)	5	2	110–1a$_3$	A	†
ware	6	n. l.	17–4a	C	4
waste *basket*		2	54–1b	B	
we can all be *clean*		2	67–1b	B	
wee	4	n. l.	25–3a	C	2
weep	4	n. l.	38–2a	B	
welcome		3	41–2a	B	
well (3)	2	2	160–1a$_1$	A	†
what *have* I?		2	194–1a$_1$	A	†
wheat		2	52–1b	B	
wigwam	2	2	14–1b	B	
win		2	58–1b	B	
winner		n. l.	8	C	5
wise	3	n. l.	64–1b	B	
won	3	2	40–2a	B	
wonder	3	4	64–1b	B	
Yes, Miss X		2	75–1b	B	
yesterday		2	55–1b	B	
yesterday was—		2	55–1b	B	
you and I		2	188–1a$_1$	A	†
you *shall* not		n. l.	116–1a$_2$	A	†

GRADE 2

		JONES	THORNDIKE	VALUE	REALLOCATION
about		2	172–$1a_1$	A	†
above		2	101–$1a_3$	A	†
across		2	84–$1a_5$	A	†
afterward(s)	4, 5	n. l.	44–2a	B	
after {short					
after {long time	3	2	183–$1a_1$	A	†
after a *while*	5	2	138–$1a_2$	A	†
against	3	2	114–$1a_1$	A	†
always		2	94–$1a_4$	A	†
among	3	n. l.	106–$1a_3$	A	†
angry (2)	1, 4, 5	5	47–2a	B	
answer	1, 3	2	91–$1a_4$	A	†
any		2	158–$1a_1$	A	†
anyone		n. l.	20–3b	C	3
anything		2	58–1b	B	
anywhere		2	15–4b	C	4
arm		2	96–$1a_3$	A	†
around		2	95–$1a_3$	A	†
arrant		n. l.	7	C	6
assist	4	6	29–2b	B	
axe		2	30–2b	B	
beautiful	3, 4	3	75–1a	B	
because	3	2	108–$1a_3$	A	†
believe		2	77–$1a_5$	A	†
bend		2	40–2a	B	
beside		n. l.	58–1b	B	
best		2	107–$1a_3$	A	†
better		2	105–$1a_3$	A	†
blazing		3	28–2b	B	
boot		2	31–2b	B	
branch(es)		2	63–1b	B	
bring a *book*		2	114–$1a_2$	A	†
brought		2	76–$1a_5$	A	†
burrow		n. l.	n. l.		
burst	3, 4	2	40–2a	B	
by and by	5, 6	2	191–$1a_1$	A	†
cage		2	21–3b	C	3
call(ed)	3	2	146–$1a_2$	A	†
camera	3	n. l.	6	C	*
can't		2	33–2b	B	
care		2	98–$1a_3$	A	†
certain		6	77–$1a_5$	A	†
chair		n. l.	59–1b	B	
charm(ing)(ly)	5	n. l.	42–2a	B	
children		2	88–$1a_4$	A	†
climb	3	2	47–2a	B	
close your book		2	105–$1a_3$	A	†
close		2	105–$1a_3$	A	†
company	1	4	78–$1a_5$	A	†
count(ed)		2	66–1b	B	
count to six, ten, etc.	3	2	66–1b	B	

GRADE 2—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
cross(ed)	1	2	88–1a$_4$	A	†
crust(y)	4	2	16–4a	C	4
curtain		2	38–2a	B	
daughter (2)	3	4	64–1b	B	
desk		2	38–2a	B	
devour(ed)	6	n. l.	18–4a	C	4
did my *work*		2	151–1a$_1$	A	†
didn't		2	25–3a	B	
doesn't		2	22–3b	C	3
don't		2	50–1b	B	
draw a line		2	89–1a$_4$	A	†
dream		2	69–1b	B	
during	5	3	96–1a$_3$	A	†
eagle		n. l.	28–2b	B	
early	4	2	92–1a$_4$	A	†
earth	3	3	84–1a$_5$	A	†
either		2	70–1b	B	
empty		2	44–2a	B	
enjoy(ed)	3, 6	4	8	C	6
enough	4	2	104–1a$_3$	A	†
Eskimo		6	4	C	*
evening	3	4	74–1b	B	
ever *since*		2	108–1a$_3$	A	†
fairy		2	34–2b	B	
farther		2	40–2a	B	
father		2	114–1a$_2$	A	†
finally (2)	1, 4, 5, 6,	3	40–2a	B	
forever		n. l.	20–3b	C	3
for him and *me*		2	157–1a$_1$	A	†
friend		2	106–1a$_3$	A	†
further		2	42–2a	B	
gather	1, 4	4	67–1b	B	
geese		2	15–4b	C	4
gently	1, 5	n. l.	21–3b	C	3
gnaw(ed)	1	2	13–5a	C	5
good *afternoon*		2	59–1b	B	
good-bye	1	2	20–3b	C	3
good *morning*		2	102–1a$_3$	A	†
gosling		n. l.	n. l.		
graze	4	6	22–3b	C	3
half	3	2	126–1a$_2$	A	†
hand		2	148–1A$_2$	A	†
happen(ed)	5	2	63–1b	B	
happy	3	2	88–1a$_4$	A	†
he and *I*		2	138–1a$_2$	A	†
heart	3	2	92–1a$_4$	A	†
hearth		n. l.	22–3b	C	3
he has *been*		2	159–1a$_1$	A	†

GRADE 2—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
help(ed)		2	109–$1a_3$	A	†
high		2	141–$1a_2$	A	†
holiday		3	35–2b	B	
hop to the *piano*		2	17–4a	C	4
huge	4, 5	6	36–2a	B	
hurry	5	2	51–1b	B	
hurt		2	55–1b	B	
igloo		n. l.	n. l.		
I haven't *any*	1, 5	2	158–$1a_1$	A	†
I have *seen*	4, 5	2	89–$1a_4$	A	†
I'll		n. l.	34–2b	B	
In a short *time*		2	183–$1a_1$	B	
Indian	3, 4	2	67–1b.	B	
invite(d)	6, 4	2	44–2a	B	
I *saw*	4, 5	2	102–$1a_3$	A	†
It is *I*	4	2	138–$1a_2$	A	†
jar		2	25–3a	B	
just then		2	140–$1a_2$	A	†
kindness	1	2	31–2b	B	
lake	3	2	71–1b	B	
large	3, 4	2	123–$1a_2$	A	†
leave(s)	1, 4	2	117–$1a_2$	A	†
letter		2	93–$1a_4$	A	†
little	4	2	172–$1a_4$	A	†
lullaby		n. l.	6	C	*
lump	4	2	15–4b	C	4
lunch		2	21–3b	C	3
may I leave the *room?*		2	98–$1a_3$	A	†
mend	4	n. l.	25–3a	B	
mind		2	88–$1a_4$	A	†
more		2	167–$1a_1$	A	†
most		2	125–$1a_2$	A	†
mother	3	2	109–$1a_3$	A	†
move		2	84–$1a_5$	A	†
much		2	157–$1a_1$	A	†
narrow		n. l.	57–1b	B	
new		2	160–$1a_1$	A	†
noon		n. l.	58–1b	B	
not *until*		2	108–$1a_3$	A	†
often (2)		2	86–$1a_4$	A	†
once in a *while*		2	138–$1a_2$	A	†
once upon a *time*	1, 5	2	183–$1a_1$	A	†
only	3	2	156–$1a_1$	A	†
open your *mouth*		2	69–1b	B	
open the *door*		2	107–$1a_3$	A	†
palace	6	7	41–2a	B	
paper	3	2	92–$1a_4$	A	†
paw	1	2	23–3a	B	
pebble		6	13–5a	C	5

GRADE 2—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
pencil point is *broken*		2	59–1b	B	
pick		2	53–1b	B	
picture(s)	1, 3	2	80–$1a_5$	A	†
please(d)		2	93–$1a_4$	A	†
pleasant(est)		3	64–1b	B	
point	3	n. l.	105–$1a_3$	A	†
point to the *wall*		2	97–$1a_3$	A	†
polish your shoes		5	22–3b	C	3
prepare	1, 4, 6	4	57–1b	B	
pretty		2	81–$1a_5$	A	†
queer		3	21–3b	C	3
quiet		3	62–1b	B	
race		2	56–1b	B	
reach	1	2	93–$1a_4$	A	†
read *silently*		2	44–2a	B	
reap		n. l.	21–3b	C	3
rein(s)		4	19–3b	C	3
riddle		n. l.	16–4a	C	4
right		2	120–$1a_2$	A	†
run a little and *fly* back		2	76–$1a_5$	A	†
scare	5	2	25–3a	B	
seaside		n. l.	6	C	*
seat		2	71–1b	B	
selfish		n. l.	16–4a	C	4
shadow (2)	1	2	47–2a	B	
shady		2	16–4a	C	4
shape(d)		5	62–1b	B	
share	4	n. l.	45–2a	B	
sharp	3	2	49–2a	B	
shrpen		n. l.	16–4a	C	4
she and I		2	97–$1a_3$	A	†
shelf		2	15–4b	C	4
short		2	94–$1a_4$	A	†
shut your eyes		2	51–1b	B	
sit on the *chair*		2	59–1b	B	
slip(ped)	3	2	46–2a	B	
smear		5	5	C	*
soft(ly)	3	2	79–$1a_5$	A	†
soon	3, 4, 5	2	130–$1a_2$	A	†
sorry		2	42–2a	B	
spade	1, 3	n. l.	21–3b	C	3
sparkle(ing)	3	5	24–3a	B	
spill(ed)	6	n. l.	11–5b	C	5
splash		n. l.	11–5b	C	5
splendid	3	6	37–2a	B	
sprang		n. l.	28–3a	B	
stand on one *foot*		2	99–$1a_3$	A	†

GRADE 2—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
stranger	3	5	34–2b	B	
strong		4	98–$1a_3$	A	†
sunshine		n. l.	34–2b	B	
sure(ly)		4	94–$1a_3$	A	†
swift	4, 5	7	45–2a	B	
swing	3	2	36–2b	B	
table	3	2	90–$1a_4$	A	†
talk(ed)		2	92–$1a_4$	A	
tear	3	2	63–1b	B	
though	3	2	90–$1a_4$	A	†
thresh		n. l.	12–5a	C	5
through	3	2	149–$1a_2$	A	†
tie(d)		2	50–1b	B	
tiny	1, 4	n. l.	36–2b	B	
touch		2	72–1b	B	
toward		2	75–1b	B	
toy	3	2	42–2a	B	
tramp		2	16–4a	C	4
traveler	1	6	40–2a	B	
tremble		n. l.	35–2a	B	
trick		n. l.	33–2b	B	
try(ied)	3	2	95–$1a_3$	A	†
tumble		3	26–3a	B	
turn	3	2	124–$1a_2$	A	†
ugly	4	6	29–2b	B	
unhappy		n. l.	31–2b	B	
unselfish		n. l.	3	C	*
untie		3	8	C	6
usual(ly) (2)	3, 5	7	55–1b	B	
vacation		2	22–3b	C	3
very *soon*		2	130–$1a_2$	A	†
voice	3	3	84–$1a_5$	A	†
wade	6	2	9	C	5
wash your hands		2	72–1b	B	
wander		4	42–2a	B	
watch		2	84–$1a_5$	A	†
wealthy	4	6	19–3b	C	3
weather	4	3	60–1b	B	
well	1	2	160–$1a_1$	A	†
wheelbarrow		3	6	C	*
whom		2	74–1b	B	
wide		2	89–$1a_4$	A	†
wigwam	1	2	14–4b	C	4
window		2	84–$1a_5$	A	†
with him and *me*		2	157–$1a_1$	A	†
women		2	44–2a	B	
wooden		3	29–2b	B	
wood(s)		n. l.	92–$1a_4$	A	†

GRADE 3

		JONES	THORNDIKE	VALUE	REALLOCATION
absence		6	22–3b	B	
absent	1	3	25–3a	B	
ache		2	21–3b	B	
a driving *rain*		2	83–$1a_5$	A	†
advice	4, 6	6	30–2b	B	
a *faithful* friend		5	43–2a	B	
after a {long / short} *time*	4	2	183–$1a_1$	A	†
against	2	2	114–$1a_1$	A	†
agree (2)	4, 6	5	47–2a	B	
ambitious	5, 6	n. l.	15–4b	C	4
among	2	n. l.	106–$1a_3$	A	†
amount	4, 5	4	51–1b	B	
amuse	4	5	17–4a	C	4
ancient kingdom		n. l.	37–2a	B	
animal	1, 4	4	70–1b	B	
annoy		8	10–5b	C	5
answer	1, 2	2	91–$1a_4$	A	†
a patched *quilt*		2	12–5a	C	5
apologize	4	8	n. l.		
appetite		6	21–3b	B	
applaud		n. l.	8	C	6
arrange	4	6	35–2b	B	
artificial		5	12–5a	C	5
ashamed of	6	2	29–2b	B	
a simple *feast*		n. l.	41–2a	B	
as *soon* as		2	130–$1a_2$	A	†
as *well* as he could		2	160–$1a_1$	A	†
ask	4	2	94–$1a_4$	A	†
at that *time*		2	183–$1a_1$	A	†
athlete		5	n. l.		
aunt		2	40–2a	B	
author	4	4	27–3a	B	
awaken		n. l.	14–4b	C	4
baby		2	61–1b	B	
badge		6	9	C	5
bag		4	57–1b	B	
bake		n. l.	41–2a	B	
ball		2	76–$1a_5$	A	†
banana		2	14–4b	C	4
basket		2	54–1b	B	
basin		5	20–3b	B	
bat		3	19–3b	B	
beam	1	n. l.	44–2a	B	
beautiful	2, 4	3	75–1a	B	
because	2	2	108–$1a_3$	A	†
beg		2	45–2a	B	
begin		2	97–$1a_3$	A	†
before		n. l.	159–$1a_1$	A	†
behavior		8	7	C	6
beneath (2)		7	39–2a	B	

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
birthday		2	34–2b	B	
buscuit		3	8	C	6
black		2	99–$1a_3$	A	†
blade		2	30–2b	B	
blood		2	57–1b	B	
board		2	71–1b	B	
boast		6	35–2b	B	
boil		2	37–2a	B	
book		2	114–$1a_2$	A	†
borrow		2	27–3a	B	
bottle		2	47–2a	B	
bottom		2	58–1b	B	
bough		n. l.	23–3a	B	
box		2	75–1a	B	
oy		2	122–$1a_2$	A	†
bread		2	78–$1a_5$	A	†
brush		2	38–2a	B	
build		2	77–$1a_5$	A	†
burst	2, 4	2	40–2a	B	
butter		2	55–1b	B	
butter-churn		n. l.	n. l.		
cabbage	1, 4	2	15–4b	C	4
cake		2	56–1b	B	
call	2	2	146–$1a_2$	A	†
came *prancing* forth		n. l.	7	C	6
camera	2	n. l.	6	C	*
camp		4	43–2a	B	
came the *harvest*		n. l.	44–2a	B	
captain	4	4	56–1b	B	
captur(ed)		5	22–3b	B	
car		2	52–1b	B	
caravan	6	n. l.	9	C	5
carol		n. l.	7	C	6
carpet		2	20–3b	B	
carve		6	23–3a	B	
catch		2	69–1b	B	
cattle		2	45–2a	B	
caution		6	8	C	6
celery		4	10–5b	C	5
celluloid		6	3	C	*
certain(ly)		6	77–$1a_5$	A	†
chalk		2	13–5a	C	5
charging along like troops		6	71–1b	B	
cheat		2	16–4a	C	4
cheese		2	32–2b	B	
chest	1	n. l.	29–2b	B	
choose		3	51–1b	B	
chorus		5	6	C	*
cipher		n. l.	3	C	*

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
circus		2	13–5a	C	5
claim(ed)		2	45–2a	B	
clear		3	88–$1a_4$	A	†
climb	2	2	47–2a	B	
coast(ing)	1	2	54–1b	B	
coastline		n. l.	n. l.		
coax		2	6	C	*
code		n. l.	5	C	*
collar		2	33–2b	B	
comb		2	17–4a	C	4
commit to memory	6	n. l.	22–3b	B	
complain		5	28–2b	B	
complet(ed)		n. l.	51–1b	B	
concentrate		n. l.	5	C	*
concentration		n. l.	n. l.		
congress		n. l.	28–2b	B	
constitution	5	8	21–3b	B	
contend(ed)		n. l.	17–4a	C	4
continent	6	n. l.	26–3a	B	
cooperation	5	n. l.	6	C	*
correct(ly)		6	39–2a	B	
cotton	4	4	39–2a	B	
cough		n. l.	16–4a	C	4
count	2	2	66–1b	B	
courageous	5, 4	n. l.	8	C	6
coziest spot		n. l.	5	C	*
crackless		n. l.	n. l.		
cranberry		3	5	C	*
cream		2	39–2a	B	
creature	4	n. l.	46–2a	B	
crept (2)	1	2	19–3b	B	
crooked	1, 4	2	16–4a	C	4
crowd		2	50–1b	B	
cruel		5	42–2a	B	
crumb		2	15–4b	C	4
cunning		6	24–3a	B	
current	4, 5	7	34–2b	B	
curtsey		n. l.	n. l.		4
dainty		n. l.	14–4b	C	
date		2	49–1b	B	
dancing		3	72–1b	B	
daughter	2	4	64–1b	B	
day of *rejoicing*		n. l.	37–2a	B	
day after day		2	176–$1a_1$	A	†
dear		2	87–$1a_4$	A	†
decide (3)	4	6	55–1b	B	
declare (2)		n. l.	48–2a	B	
decline(d)		n. l.	23–3a	B	
decorate	4, 6	5	9	C	5
deed(s)		7	46–2a	B	

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
delicious *dainties*		n. l.	14–4b	C	4
demand(ed)	6	n. l.	50–1b	B	
describe	5	6	40–2a	B	
diamond		3	37–2a	B	
different	4, 5, 6	n. l.	63–1b	B	
dinner		2	70–1b	B	
disagree		5	5	C	*
discover (2)	4	4	49–1b	B	
dish		2	48–2a	B	
divide		n. l.	67–1b	B	
dock		n. l.	16–4a	C	4
doctor		2	51–1b	B	
does *anything*		2	58–1b	B	
doll	1	2	28–2b	B	
dough		3	8	C	6
dozen		2	43–2a	B	
dress	4	2	99–$1a_3$	A	†
droop(ing)		2	23–3a	B	
dry		2	69–1b	B	
duet		5	n. l.		
earth	2	3	84–$1a_5$	A	†
easily	1	7	31–2b	B	
east		2	75–$1a_5$	A	†
ellipse		n. l.	n. l.		
embark		n. l.	5	C	*
embroidery	4	6	11–5b	C	5
emphasis (2)	4, 5	n. l.	n. l.		
enemy (2)		5	55–1b	B	
enunciation (2)	4	n. l.	n. l.		
enjoy(ed) (2)	2, 6	4	8	C	6
envelope	4	4	16–$4a_1$	C	4
equal		6	60–1b	B	
ere		n. l.	40–2a	B	
especial(ly)		5	48–2a	B	
evening	2	4	74–1b	B	
examine		7	33–2b	B	
exchang(ed) (2)		n. l.	33–2b	B	
excuse (2)	1	2	31–2b	B	
expect	5	3	56–1b	B	
explain		4	39–2a	B	
extra		5	17–4a	C	4
extreme(ly		8	31–2b	B	
eyes in my fingers		2	120–$1a_2$	A	†
faithful		5	43–2a	B	
family	1	3	83–$1a_5$	A	†
famous	5	8	50–1b	B	
fast	5	2	79–$1a_5$	A	†
fashion		8	43–2a	B	
fault	4	2	36–2a	B	

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
fearless(ly		n. l.	11–5b	C	5
fence		2	49–1b	B	
fever		2	33-2b	B	
fields brown with harvest		2	92–$1a_4$	A	†
field(s)		2	92–$1a_4$	A	†
fields yellow with ripening whest		2	92–$1a_4$	A	†
fight		2	69–1b	B	
figure		2	68–1b	B	
find		2	131–$1a_2$	A	†
finish		2	72–1b	B	
finding himself		2	131–$1a_2$	A	†
fire		2	111–$1a_3$	A	†
fist		2	20–3b	B	
fix		2	55–1b	B	
flag		2	43–2a	B	
flake		2	13–5a	C	5
flatter		7	26–3a	B	
flirt		n. l.	8	C	6
flit(ting)		n. l.	12–5a	C	5
flour		2	39–2a	B	
flower		2	94–$1a_4$	A	†
fly	1	2	76–$1a_5$	A	†
foe		n. l.	30–2b	B	
folks of the neighborhood		n. l.	44–2a	B	
fond (2)	1, 4	3	39–2a	B	
foolish		3	34–2b	B	
form		5	98–$1a_3$	A	†
fragrant		5	14–4b	C	4
fret		3	25–3a	B	
frost	1	2	45–2a	B	
full of *pity*	4	5	49–2a	B	
fun		2	39–2a	B	
friar(s)		n. l.	10–5b	C	5
frighten(ed)	1, 5, 6	4	33–2b	B	
frown (2)		6	21–3b	B	
furrow(s)		n. l.	12–5a	C	5
furnish(ing)		n. l.	43–2a	B	
gallon		2	11–5b	C	5
game		2	69–1b	B	
garden		2	86–$1a_4$	A	†
gathering the harvest		n. l.	44–2a	B	
gave *permission*		8	14–4b	C	4
gaze		n. l.	28–2b	B	
genie		n. l.	n. l.		
glad		2	79–$1a_5$	A	†
glanced up		n. l.	32–2b	B	
glass		2	70–1b	B	

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
gleam		n. l.	18–4a	C	4
globe		5	28–2b	B	
glue		3	10–5b	C	5
gown	1	n. l.	31–2b	B	
grant(ed)		n. l.	51–1b	B	
grasp		n. l.	19–3b	B	
grassy floor		n. l.	7	C	6
greatly *discouraged.*		8	16–4a	C	4
green		2	81–1a$_5$	A	†
green *leaves* over head		2	11–5b	C	5
grey smoked towers		3	20–3b	B	
generate		n. l.	n. l.		
glimpse(s)		n. l.	13–5a	C	5
grief		5	29–2b	B	
grocery		3	9	C	5
growl	1	2	13–5a	C	5
guard the flag		4	50–1b	B	
guess		2	57–1b	B	
half *forgetting* to eat		2	65–1b	B	
handkerchief		2	32–2b	B	
having to do it		2	194–1a$_1$	A	†
happy	2	2	88–1a$_4$	A	†
have *seen*		2	89–1a$_4$	A	†
he cannot work as *fast* as I		2			
heart	2	2	92–1a$_4$	A	†
hedge(s)		2	25–3a	B	
height		5	54–1b	B	
hemisphere		n. l.	9	C	†
his *loving* care		2	112–1a$_2$	A	†
holding his head high		2	106–1a$_3$	A	†
hop	1	n. l.	27–3a	B	
hotel		2	24–3a	B	
house		2	147–1a$_2$	A	†
hoot(ed)		n. l.	9	C	5
how		2	171–1a$_1$	A	†
huddle		n. l.	5	C	*
hundred		2	97–1a$_3$	A	†
hungry		2	40–2a	B	
husband		n. l.	55–1b	B	
I *appreciate*		n. l.	13–5a	C	5
ice		2	61–1b	B	
I *did* it		2	140–1a$_2$	A	†
idle	4	4	35–2b	B	
if		2	178–1a$_1$	A	†
imagine	5	6	38–2a	B	
impossible	4	7	35–2b	B	
in the *meantime*	5, 6	n. l.	15–4b	C	4

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
inch	4	2	51–1b	B	
in *charge*		6	71–1b	B	
Indian	2, 4	2	67–1b	B	
in a little *while*		2	138–$1a_2$	A	†
injure		5	26–3a	B	
ink		3	28–3a	B	
in *search* of		7	44–2a	B	
interest(ing) (2)	5	n. l.	68–1b	B	
into all sorts of *mischief*		5	22–3b	B	
island (2)		3	66–1b	B	
jealous		3	21–3b	B	
joke	1	n. l.	21–3b	B	
journey (2)	4	6	51–1b	B	
joy		n. l.	65–1b	B	
jump (2)	1	2	49–1b	B	
kennel		3	6	C	*
kill		2	81–$1a_5$	A	†
kind	1	2	118–$1a_2$	A	†
kitchen		2	44–2a	B	
knife		2	45–2a	B	
knob		2	7	C	6
label		n. l.	10–5b	C	5
laden		n. l.	19–3b	C	3
lake	2	2	71–1b	B	
lamp		2	47–2a	B	
language	4, 6	2	48–2a	B	
large	2, 4	2	123–$1a_2$	B	†
lazy		2	29–2b	A	
leaning away over		2	37–2a	B	
leap	1, 4	6	44–2a	B	
lesson		2	56–1b	B	
lift the *latch*		n. l.	12–5a	C	5
linger		n. l.	19–3b	B	
lion		2	52–1b	B	
listening carefully		2	56–1b	B	
long ago		2	174–$1a_1$	A	†
loose		n. l.	47–2a	B	
made up his *mind*		2	88–$1a_4$	A	†
magical (2)		n. l.	3	C	*
make		2	176–$1a_1$	A	†
make the *soil* rich		4	58–1b	B	
man	1	2	175–$1a_1$	A	†
manage(d) (4)		6	29–2b	B	
many *babbling* brooks		n. l.	14–4b	C	4
marble		2	35–2b	B	
many years ago		2	151–$1a_1$	A	
marry		n. l.	37–2a	B	
mast	1	n. l.	23–3a	B	
match(es)		2	41–2a	B	

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
matter		3	107–$1a_3$	A	†
may I		4	149–$1a_2$	A	†
meal		2	45–2a	B	
meat		2	60–1b	B	
men	1	2	119–$1a_2$	A	†
middle		2	65–1b	B	
might		2	107–$1a_3$	A	†
mirror		6	24–3a	B	
moist (2)		6	16–4a	C	4
molasses		2	5	C	*
more *comfortable*		8	33–2b	B	
more than *once*		2	111–$1a_3$	A	†
mother	2	2	109–$1a_3$	A	†
mount(ing)		n. l.	54–1b	B	
multiply		3	24–3a	B	
murmur(ing)		8	38–2a	B	
muscle		4	9	C	5
music		2	71–1b	B	
my *pencil* is broken		2	34–2b	B	
napkin		n. l.	20–3b	B	
nap(ping)		n. l.	15–4b	C	4
natural (2)		n. l.	50–1b	B	
near(ly)		2	117–$1a_2$	A	†
neat		2	27–3a	B	
need	5	2	109–$1a_3$	A	†
needle	1	2	33–2b	B	
nevertheless	5, 6	n. l.	16–4a	C	4
nibble		n. l.	8	C	6
none		2	58–1b	B	
north		2	88–$1a_4$	A	†
no *sooner*		2	130–$1a_2$	A	†
not wanting to *interrupt*		n. l.	20–3b	B	
not without *fear*		7	79–$1a_5$	A	†
number		2	104–$1a_3$	A	†
oat(s)	4	2	27–3a	B	
obedient	1, 4, 6	6	13–5a	C	5
object		7	50–1b	B	
obliged to go away		6	31–2b	B	
old *fashioned*		8	43–2a	B	
old *festival*		7	14–4b	C	4
on *account* of	4, 5	5	63–1b	B	
once		2	111–$1a_3$	A	†
one *day*		2	176–$1a_1$	A	†
onion	4	3	19–3b	B	
only	2	2	156–$1a_1$	A	†
only a *minute*		2	75–1b	B	
orange		2	44–2a	B	
order (v)	6	4	100–$1a_3$	A	†
organ		2	29–2b	B	
our		2	172–$1a_1$	A	†
our funniest *pranks*		4	10–5b	C	5

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
out of *tune*	4	5	26–3a	B	
oven		3	22–3b	B	
overflow		n. l.	18–4a	C	4
over *tops* of trees		2	90–1a$_4$	A	†
over the *rolling* water		2	180–1a$_5$	A	†
oyster		2	16–4a	C	4
package		n. l.	28–3a	B	
pan		2	34–2b	B	
paper	2	2	92–1a$_4$	A	†
parade		2	12–5a	C	5
pardon		7	33–2b	B	
partial *dividend*		5	7	C	6
party		n. l.	65–1b	B	
pass		2	112–1a$_2$	A	†
patches of snow		2	26–3a	B	
patient		4	36–2b	B	
pencil		2	34–2b	B	
peninsula		4	13–5a	C	5
people		2	126–1a$_2$	A	†
pet		2	17–4a	C	4
piano	6	2	17–4a	C	4
picnic		2	15–4b	C	4
picture	1, 2	2	80–1a$_5$	A	†
pier		n. l.	9	C	5
pin		2	37–2a	B	
pint		n. l.	17–4a	C	4
pitch		2	27–3a	B	
plant	1	3	95–1a$_3$	A	†
plantation		n. l.	13–5a	C	5
play		2	103–1a$_3$	A	†
playing at their *game(s)*		2	69–1b	B	
please (2)	1	2	93–1a$_4$	A	†
pleasant *manner*		3	58–1b	B	
pleasing *color*		2	84–1a$_5$	A	†
pocket		2	47–2a	B	
point	2	n. l.	105–1a$_3$	A	†
police		5	17–4a	C	4
police greeting		5	22–3b	B	
poison		2	25–3a	B	
poor		2	101–1a$_3$	A	†
position		n. l.	28–3a	B	
posture (2)		n. l.	4	C	*
potato	4	2	38–2a	B	
pound		2	60–1b	B	
preach		3	29–2b	B	
present		n. l.	102–1a$_3$	A	†
president		4	45–2a	B	
pretty		2	81–1a$_5$	A	†
pronunciation (2)		n. l.	7	C	6

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
proud(ly) followed		4	62–1b	B	
prudent		n. l.	12–5a	C	
push(ing) his way through		2	40–2a	B	5
quarrelsome		n. l.	5	C	
queen	1	4	74–1b	B	*
question		2	74–1b	B	
quite *often*		2	86–$1a_4$	A	†
ragged and *unkept*		n. l.	n. l.		
read		2	109–$1a_3$	A	†
ready		2	82–$1a_5$	A	†
reason		4	81–$1a_5$	A	†
recess		2	19–3b	B	
remember		2	83–$1a_5$	A	†
replied	1, 4	4	64–1b	B	
report		6	52–1b	B	
return of spring		5	68–1b	B	
review		4	32–2b	B	
reward(ed)	6	7	28–3a	B	
ribbon		2	33–2b	B	
rice		2	23–3a	B	
roar(ed) (3)		5	42–2a	B	
robe		n. l.	28–3a	B	
robin		2	33–2b	B	
roll	4	2	80–$1a_5$	A	†
rope		2	36–2b	B	
rough	4	2	48–2a	B	
rugged (2)		n. l.	13–5a	C	5
rule (2)		4	75–1b	B	
run (2)	1	2	115–$1a_2$	A	†
safe		4	60–1b	B	
salad		4	11–5b	C	5
salt		2	53–1b	B	
sand		2	53–1b	B	
satisfy		4	41–2a	B	
say		2	140–$1a_2$	A	†
scamper (2)		5	8	C	6
scanty clothing		n. l.	11–5b	C	5
scatter		2	39–2a	B	
scissors		2	13–5a	C	5
scorch(ing)		4	10–5b	C	5
score		n. l.	32–2b	B	
scout	4	n. l.	14–4b	C	4
scramble		4	10–5b	C	4
scream		3	23–3a	B	
scrub		3	12–5a	C	5
scuffling		n. l.	n. l.		
search		7	44–2a	B	
secret		6	47–2a	B	
seize(d)		7	50–1b	B	
semicircle	5	n. l.	n. l.		
sense		2	41–2a	B	

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
serious	6	8	29–2b	B	
several times		5	81–1a$_5$	A	†
sew	1	2	43–2a	B	
shade	5	2	51–1b	B	
shape		5	62–1b	B	
sharp	2	2	49–2a	B	
sheet		2	46–2a	B	
shiver (2)		2	20–3b	B	
show(*ed*) his good will		2	123–1a$_2$	A	†
shrill		n. l.	18–4a	C	4
sights of the hill		3	77–1a$_5$	A	†
since they were away		2	108–1a$_3$	A	†
sing		n. l.	80–1a$_5$	A	†
skate		2	20–3b	B	
skilfull		8	17–4a	C	4
skip		3	20–3b	B	
slender		n. l.	22–3b	B	
slide		2	28–3a	B	
slip	2	2	46–2a	B	
slope	4	n. l.	29–2b	B	
snap(*ping*) up		2	28–3a	B	
soap		2	26–3a	B	
soft	2	2	79–1a$_5$	A	†
so he *said*		2	115–1a$_2$	A	†
soil	1, 5	4	58–1b	B	
sold in *exchange*		n. l.	33–2b	B	
some of our *customs*		6	37–2a	B	
soon	2, 4, 5	2	130–1a$_2$	A	†
south		2	77–1a$_5$	A	†
spade	1, 2	2	21–3b	B	
sparkl(ed)		5	24–3a	B	
speckl(ed) (2)	2	2	11–5b	C	5
sped		n. l.	13–5a	C	5
speed		n. l.	37–2a	B	
spin		2	24–3a	B	
spire		5	16–4a	C	4
splendid	2	6	37–2a	B	
spoil		2	42–2a	B	
sponge		3	12–5a	C	5
spoon		2	34–2b	B	
spoonful		2	n. l.		
sport (2)		6	38–2a	B	
spread (2)		2	67–1b	B	
sprinkle	6	2	22–3b	B	
stack(ed)		2	8	C	6
stammer		n. l.	10–5b	C	5
starve		2	26–3a	B	
stay		2	84–1a$_5$	A	†
steam	4	2	43–2a	B	

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
steep	6	2	36–2b	B	
stern(ly)		n. l.	27–3a	B	
stick		2	68–1b	B	
stitch		3	18–4a	C	4
stocking		2	31–2b	B	
stout		n. l.	25–3a	B	
straight		2	68–1b	B	
street		2	91–$1a_4$	A	†
stress		n. l.	3	C	*
strip		5	40–2a	B	
strong	2	5	98–$1a_3$	A	†
struggle		7	37–2a	B	
stumble (2)		6	15–4b	C	4
stupid	4	7	14–4b	C	4
sugar		2	55–1b	B	
sudden(ly)		4	59–1b	B	
supper		2	46–2a	B	
surface (2)	5, 6	6	36–2b	B	
surprise	4	4	56–1b	B	
surround		5	27–3a	B	
sweet		2	85–$1a_4$	A	†
swim		2	46–2a	B	
swing	2	2	36–2b	B	
table	2	2	90–$1a_4$	A	†
tarry(ing)		7	12–5a	C	5
task		n. l.	36–2b	B	
taste		2	53–1b	B	
taught me		3	49–2a	B	
tear	2	2	63–1b	B	
tease		2	10–5b	C	5
tent		n. l.	48–2a	B	
term		4	39–2a	B	
rrible *hardship(s)* and suffering		n. l.	12–5a	C	5
test		5	34–2b	B	
thank you (2)	1	2	83–$1a_5$	A	†
that *doesn't*		2	22–3b	B	
the *chirping of the* birds		n. l.	13–5a	C	
the *custom* grew		6	37–2a	B	
the *eager* children		8	33–2b	B	
there were *three*		2	136–$1a_2$	A	†
the wood was *plentiful*		n. l.	12–5a	C	5
then	4, 5	2	173–$1a_1$	A	†
they would *adopt her*		7	23–3a	B	
thick		2	63–1b	B	
thin	4	3	55–1b	B	
think		2	124–$1a_2$	A	†
though	2	2	90–$1a_4$	A	†

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
thread		2	49–2a	B	
through	2	2	149–$1a_2$	A	†
throughout the *kingdom*		n. l.	39–2a	B	
throw		2	69–1b	B	
ticket		4	23–3a	B	
timid (2)	1	6	16–4a	C	4
title		6	37–2a	B	
together		2	97–$1a_3$	A	†
told		2	75–1b	B	
tomato	4	2	12–5a	C	5
too		2	119–$1a_2$	A	†
tool		3	29–2b	B	
torch		4	14–4b	C	
tortoise	1	n. l.	12–5a	C	5
toss (2)		2	29–2b	B	
tough		3	9	C	6
towel		2	14–4b	C	4
toy	2	2	42–2a	B	
train		2	83–$1a_4$	A	†
transmit(ter)		n. l.	4	C	*
tread		n. l.	30–2b	B	
treat		4	47–2a	B	
tremble(ing) (2)		7	35–2a	B	
tremble(ing) with fear	6	7	35–2a	B	
trooping all together		5	29–2b	B	
trouble(d)	4	4	73–1b	B	
trust(ing)		n. l.	56–1b	B	
trust		4	67–1b	B	
try	2	2	95–$1a_3$	A	†
turn	2	2	124–$1a_2$	A	†
twirl		n. l.	n. l.		
umbrella		2	15–4b	C	4
umpire		4	4	C	*
uncle		2	54–1b	B	
under		2	126–$1a_2$	A	†
understand		3	62–1b	B	
uniform		n. l.	25–3a	B	
unless		2	44–2a	B	
untidy		n. l.	3	C	*
until		2	108–$1a_3$	A	†
use		2	137–$1a_2$	A	†
usual(ly)	2, 5	5	55–1b	B	
utter		8	31–2b	B	
vegetable	4, 6	n. l.	30–2b	B	
vibrate		n. l.	6	C	*
victory		4	29–2b	B	
vine		2	31–2b	B	
vinegar		4	13–5a	C	5

GRADE 3—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
voice	2	3	84–$1a_5$	A	†
voyage	6	5	27–3a	B	
want		2	110–$1a_3$	A	†
warm		2	88–$1a_4$	A	†
warrior		6	27–3a	B	
was not quite *satisfied*		4	41–2a	B	
water		2	139–$1a_2$	A	†
weary		6	29–2b	B	
weave magic spells		4	25–3a	B	
went *sorrowfully*		n. l.	11–5b	C	5
wharf		3	6	C	*
when	6	2	193–$1a_1$	A	†
where were you		n. l.	166–$1a_1$	A	†
whether		2	59–1b	B	
whirl(ing)		3	22–3b	B	
whisper	4	2	42–2a	B	
whistle		2	39–2a	B	
who		2	184–$1a_1$	A	†
whole		2	97–$1a_3$	A	†
why		2	143–$1a_2$	A	†
wild		2	69–1b	B	
win		2	58–1b	B	
wink of an eye		3	21–3b	B	
wise	1	n. l.	64–1b	B	
without having to *wait*		2	78–$1a_5$	A	†
won	1	2	40–2a	B	
wonder (2)	1	4	64–1b	B	
wondrous beauty		n. l.	18–4a	C	4
won the victory		4	29–2b	B	
won't		2	29–2b	B	
world		2	121–$1a_2$	A	†
worry		n. l.	20–3b	B	
worth		2	70–1b	B	
wrist		2	9	C	5
yellow	4	2	50–1b	B	
young		2	97–$1a_3$	A	†
zebra		3	n. l.		
zoo		n. l.	8	C	6

GRADE 4

		JONES	THORNDIKE	VALUE	REALLOCATION
able		4	70–1b	A	3
absolute(ly)		n. l.	29–2b	B	
accident	1	7	26–4a	B	
active		n. l.	24–3a	B	
actress		n. l.	3	C	*
address the *audience*		5	16–4a	B	
advice	3, 6	6	30–2b	B	
advise		6	29–2b	B	
after that		2	158–$1a_1$	A	†
afterwards	2, 5	n. l.	44–2a	B	
after which		2	158–$1a_1$	A	†
again		2	151–$1a_1$	A	†
agree with	3, 6	5	47–2a	B	
aid		6	47–2a	B	
a little *later*		3	98–$1a_3$	A	†
all at *once*	5	2	111–$1a_3$	A	†
allegiance		n. l.	10–5b	C	5
alphabet		5	5	C	*
alternation (2)	6	n. l.	n. l.		
altogether		5	21–3b	B	
amazement		n. l.	11–5b	C	5
amuse(d)	3	5	17–4a	B	
amount	3, 5	4	51–1b	A	3
angry (2)	1, 2, 5	5	47–2a	B	
animal	1, 3	4	70–1b	A	3
anthracite (2)		n. l	3	C	*
apologize	3	8	n. l.		
apostrophe		7	n. l.		
apples		2	78–$1a_5$	A	†
arbor		7	9	C	5
area (2)		6	25–3a	B	
arrange	3	6	35–2b	B	
arrive	5	6	57–1b	A	3
ask	3	2	94–$1a_4$	A	†
assist	2	6	29–2b	B	
astonish(ed)	5	n. l	23–3a	B	
astronomy		n. l.	3	C	*
at *last*	5	2	149–$1a_2$	A	†
at *once*		2	111–$1a_3$	A	†
attachment		n. l.	5	C	*
attempt		6	38–2a	B	
author	3	4	27–3a	B	
automobile		2	33–2b	B	
barge		n. l.	8	C	6
bark		2	48–2a	B	
barley		3	18–4a	B	
bashful		2	11–5b	C	5
beautiful (2)	2, 3	3	75–1a	A	1
be *comforted*		n. l.	44–2a	B	
beet(s)		4	11–5b	C	5

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
bendable		n. l.	n. l		
benefit		8	30–2b	B	
benzine		n. l.	3	C	*
beseech(ingly)		n. l.	11–5b	C	5
better off		2	105–$1a_3$	A	†
big		2	89–$1a_4$	A	†
birch		n. l.	14–4b	B	
bituminous (2)		n. l.	n. l.		
blast		n. l.	24–3a	B	
blood *vessels*		5	49–2a	B	
bloom		5	34–2b	B	
blossom		5	38–2a	B	
bold		n. l	42–2a	B	
boom		n. l.	6	C	
borrow		2	27–3a	B	
botany		n. l.	4	C	*
breaker (2)		n. l.	7	C	6
breeches		n. l.	9	C	5
brick		2	40–2a	B	
bridge		2	64–1b	A	3
bright		2	74–1b	A	3
broken	6	2	59–1b	A	3
bunch(es)		2	27–3a	B	
burst	2, 3	2	40–2a	B	
business (2)		4	73–1b	A	3
busy		2	57–1b	A	3
buy		2	80–$1a_5$	A	†
cabbage (2)	1, 3	2	15–4b	B	
cabin		4	20–3b	B	
cacoon		n. l.	n. l.		
calico		6	6	C	*
canal (2)		5	25–3a	B	
captain	3	4	56–1b	A	3
card(ed)		n. l.	48–2a	B	
careful of		2	59–1b	A	3
careless		2	22–3b	B	
carrot		4	6	C	*
cast		n. l.	48–2a	B	
catalog		8	10–5b	C	5
catastrophe		n. l.	5	C	*
cautious (2)		n. l.	8	C	6
celery (2)		4	10–5b	C	5
cement		5	16–4a	B	
census		7	3	C	*
ceremony		n. l.	16–4a	B	
chaise		n. l.	n. l.		
chamber		n. l.	38–2a	B	
channel(ing)		n. l.	22-3b	B	
cheerful	1	n. l.	30–2b	B	
chemical (2)		n. l.	4	C	*
cherries		2	33–2b	B	

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
chestnut		3	22–3b	B	
citizen 2)	5	8	31–2b	B	
cleanliness		n. l.	n. l.		
climate (3		5	26–3a	B	
coke (2)		n. l.	n. l.		
collect(ed) (2)		5	31–2b	B	
colonel		6	7	C	6
colonial		n. l.	10–5b	C	5
colony (2)		4	35–2b	B	
commanding *mien*		n. l.	7	C	6
commerce (2)		4	34–2b	B	
compact		n. l.	13–5a	C	5
comparison		n. l	16–4a	B	
complicat(ed)		n. l.	4	C	*
concrete		n. l.	9	C	5
connective		n. l.	n. l.		
conquer(ed) (2)		6	33–2b	B	
consequence		8	19–3b	B	
contract		n. l.	24–3a	B	
contraction		n. l	n. l.		
control (2)		n. l.	31–2b	B	
coronet		n. l.	n. l.		
cotton	3	4	39–2a	B	
countersign		n. l.	n. l.		
courage (2)	6	7	32–2b	B	
courageous	3, 5	n. l.	8	C	6
court		6	62–1b	A	3
courtesy		n l.	12–5a	C	5
court(ly		n. l.	62–1b	A	3
cozy		n. l.	5	C	*
crane		n. l.	7	C	6
cravat (2)		n. l.	8	C	6
crawl		2	22–3b	B	
creature.	3	n. l.	46–2a	B	
creep		2	36–2a	B	
crest		n. l.	16–4a	B	
criminal		n. l.	10–5b	C	5
crooked	1, 3	2	16–4a	B	
crow	1	2	30–2b	B	
crown	1	3	50–1b	A	3
crude		n. l.	8	C	6
crusty	2	n. l.	n. l.		
cultivate(ing)	5	4	24–3a	B	
curious		8	26–3a	B	
current	3, 5	7	34–2b	B	
custom		6	37–2a	B	
customer		5	22–3b	B	
cypress		n. l.	9	C	5
dark		2	83–1a$_5$	A	†
decide	3	6	55–1b	A	3
decimal		6	3	C	*

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
decorate	3, 6	5	9	C	5
degree	5	n. l.	43–2a	B	
delicious		n. l.	15–4b	B	
delight(ed		8	58–1b	A	3
denominator		5	n. l.		
deny	6	4	31–2b	B	
depart		n. l.	40–2a	B	
deposit(ing		n. l.	22–3b	B	
derrick		n. l.	n. l.		
destroy		4	50–1b	A	3
dictionary		5	7	C	6
different from (2)	3, 5, 6	2	63–1b	A	3
difficult (2)		n. l.	37–2a	B	
dike		n. l.	3	C	*
diligent		n. l.	12–5a	C	5
direction (2)		4	47–2a	B	
discover (2)	3	4	49–1b	A	3
disgust(ing		8	10–5b	C	5
disrespectful		n. l.	n. l.		
distance		4	60–1b	A	3
distinguish(ed)	6	8	3	C	*
distinguished Pennsylvanians		8	3	C	*
district		n. l.	29–2b	B	
disturb	6	6	26–3a	B	
domestic (2)		n. l.	26–3a	B	
dreadful		n. l.	33–2b	B	
dress	3	2	$99–1a_3$	A	†
drift(ing)		4	17–4a	B	
drive the *wolf* from the door		2	41–2a	B	
drop		2	75–1a	A	1
drowsy		n. l.	16–4a	B	
durable (2)		n. l.	7	C	6
dwarf		6	14–4b	B	
early	2	2	$92–1a_4$	A	†
earn		3	47–2a	B	
eastern(2)		n. l.	27–3a	B	
easy		2	68–1b	A	3
echo		5	28–2b	B	
electricity (2)		n. l	5	C	*
elevation (2)		n. l.	8	C	6
ember		n. l.	3	C	*
embroidery	3	6	11–5b	C	5
emigrant		6	4	C	*
emphasis	3, 5	8	n. l.		
empty handed		2	44–2a	B	
engine		2	35–2b	B	

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
enough (2)	2	2	104–$1a_3$	A	†
enunciation (2)	3	n. l	n. l.		
envelope	3	4	16–4a	B	
equator (2)		4	8	C	6
erect		n. l.	30–2b	B	
escape (2)	6	4	49–1b	A	3
evergreen		6	7	C	6
exact (2)		5	48–2a	B	
example		3	41–2a	B	
excit(ed) (3)		7	24–3a	B	
excursion		5	8	C	6
exit		n. l.	n. l.		
experience	1, 6, 5	7	40–2a	B	
explod(ed)		5	n. l.		
explorer(s)	5	n. l.	6	C	*
explosive(s)		n. l.	n. l.		
export	5	n. l,	10–5b	C	5
extraordinary	5	n. l.	14–4b	B	
fabric(s) (3)		n. l.	8	C	6
factory		5	26–3a	B	
fall		2	126–$1a_2$	A	†
Fall Line		n. l.	n. l.		
fasten	6	2	33–2b	B	
fault	3	2	36–2a	B	
favorite		5	29–2b	B	
fell(ing)		n. l.	67–1b	A	3
fertilizer (4)		n. l.	8	C	6
fetch		n. l.	28–2b	B	
fibre(s) (2)		n. l.	13–5a	C	5
finally (3)	1, 2, 5, 6	3	40–2a	B	
fir		n. l.	16–4a	B	
flexible (2)		n. l.	7	C	6
fond	1, 3	3	39–2a	B	
foreign	5	4	42–2a	B	
forest (2)	1	4	63–1b	A	3
forgotten		n. l.	29–2b	B	
form		5	98–$1a_3$	A	†
foundation		4	26–3a	B	
foundry		n. l.	n. l.		
fraction(2)		n. l.	13-5a	C	5
framework		n. l.	4	C	*
freight		2	24–3a	B	
fright		4	28–2b	B	
full of *pity*	3	5	49–2a	B	
furnace		4	20–3b	B	
furniture (2)		4	32–2b	B	
future	6	7	43–2a	B	
gallant knight *errand*		n. l.	16–4a	B	

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
gasoline (2)		5	n. l.		
gather	1, 2	4	67–1b	A	
gaze		n. l.	28–2b	B	
general(ly (2)	5	7	81–$1a_5$	A	†
geography		3	16–4a	B	
georgette		n. l.	n. l.		
giantess		n. l.	n. l.		
gingham		8	8	C	6
glazed *kid*		n. l.	32–2b	B	
glorious *prospect*		8	24–3a	B	
goal tender		n. l.	14–4b	B	
good(s) (3)		n. l.	168–$1a_1$	A	†
gorgeous		n. l.	14–4b	B	
governor	5	4	37–2a	B	
gracious		7	24–3a	B	
granite		n. l.	11–5b	C	5
grazing	2	6	22–3b	B	
grew *worse*		2	46–2a	B	
half(ves)		2	126–$1a_2$	A	
handsome		8	31–2b	B	
hard-boiled		n. l.	n. l.		
harm		n. l.	39–2a	B	
harp		3	19–3b	B	
harrow(ing (2)		2	9	C	5
harvest		2	44–2a	B	
hasten(ed)		n. l.	31–2b	B	
Have you had a good *day?*		2	176–$1a_1$	A	†
healthful		n. l.	10–5b	C	5
healthy	1	4	16–4a	B	
heap(s)		n. l.	35–2b	B	
help	5	2	109–$1a_3$	A	†
hemlock		n. l.	6	C	*
heron (2)		n. l.	n. l.		
herring (2)		n. l.	6	C	*
hesitate (2)		n. l.	12–5a	C	5
hidden away		n. l.	16–4a	B	
hide		2	58–1b	A	3
highland(s)		n. l.	14–4b	B	
history		4	49–1b	A	3
hoe (2)	1	2	14–4b	B	
hoist(ing)		n. l.	6	C	*
hop(ped)		n. l.	27–3a	B	
horizontal		8	7	C	6
hosana		n. l.	n. l.		
however	5, 6	8	75–1b	A	3
hue (2)	5, 6	n. l.	13–5a	C	5
huge	2, 5	6	36–2a	B	
human	5	n. l.	39–2a	B	

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
humid		n. l.	n. l.		
humidity		n. l.	n. l.		
idle (2)	3	4	35–2b	B	
—{ have *seen* (2)	2, 5	2	89–$1a_4$	A	†
—{ *saw*	2, 5	2	102–$1a_3$	A	†
ill		3	59–1b	A	3
imitate(d)	6	n. l.	14–4b	B	
immediate(ly)	5, 1	7	38–2a	B	
immigrant	6	n. l.	4	C	*
immigration		n. l.	3	C	*
impertinence		n. l.	n. l.		
implor(ingly)		n. l.	10–5b	C	5
import	5	7	22–3b	B	
impossible	3	7	35–2b	B	
inch	3	2	51–1b	A	3
include(d)		n. l.	43–2a	B	
independence	5, 6	5	16–4a	B	
Indian (2	2, 3	2	67–1b	A	3
industry (5)	5, 6	5	29–2b	B	
in *favor* of		6	51–1b	A	3
inquire(d)	6	6	26–3a	B	
interest(ed) (in)		5	68–1b	A	3
I *surround(ed)* myself with		5	27–3a	B	
in the *end*		2	126–$1a_2$	A	†
instant(ly)	6, 5	n. l.	32–2b	B	
instrument		n. l.	28–3a	B	
intend		5	39–2a	B	
interven(ing) space		n. l.	3	C	*
inthe *next* place	5	2	97–$1a_3$	A	†
introduce		7	27–3a	B	
invisible	5	n. l.	15–4b	B	
invite	2, 6	n. l.	44–2a	B	
iron (2)		2	74–1b	A	3
irrigate	5	4	5	C	*
italics		n. l.	n. l.		
it is *I*, they, etc	2	2	138–$1a_2$	A	†
it's a *wonder* that		4	64–1b	A	3
Jack Frost (for cold)		n. l.	n. l.		
jerk		2	7	C	6
journey	3	6	51–1b	A	3
joyous		n. l.	12–5a	C	5
junction (3)		n. l.	4	C	*
kerosene (2)		7	8	C	6
knead		6	6	C	*
knowledge		7	45–2a	B	
labor		6	57–1b	A	3
lack		3	40–2a	B	
lame		2	27–3a	B	
lamentable tone		n. l.	6	C	*

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
lamp light		n. l.	47–2a	B	
lane	1	4	25–3a	B	
language	3, 6	2	48–2a	B	
large	2, 3	2	123–$1a_2$	A	†
latitude	5	n. l.	7	C	6
laughter		n. l.	28–3a	B	
leap(ing)	1, 3	7	44–2a	B	
leather		2	42–2a	B	
leave	1, 2	2	117–$1a_2$	A	†
let		2	132–$1a_2$	A	†
lettuce	1	4	10–5b	C	5
liberty		7	45–2a	B	
library	1	4	34–2b	B	
limestone		n. l.	n. l.		
liquid		5	21–3b	B	
listen		2	56–1b	A	3
little (2)	2	2	172–$1a_1$	A	†
lively	6	6	27–3a	B	
locat(ed) at		n. l.	23–3a	B	
location		n. l.	14–4b	B	
locomotive		n. l.	10–5b	C	5
locust		n. l.	9	C	5
lot		2	60–1b	A	3
lower		n. l.	51–1b	A	3
lubricant		n. l.	3	C	*
lumber (3)		2	30–2b	B	
lumber(ing) (2)		n. l.	30–2b	B	
lumber-jack(s)		n. l.	n. l.		
lump	2	2	15–4b	B	
machinery (2)		7	22–3b	B	
madras		n. l.	5	C	*
magazine		6	15–4b	B	
magic		n. l.	25–3a	B	
maize		n. l.	n. l.		
manager	1	n. l.	8	C	6
manicure		n. l.	n. l.		
manner(s) (2)		3	58–1b	A	3
manufacture (3)		4	29–2b	B	
maple (2)		n. l.	16–4a	B	
market	1	3	61–1b	A	3
marvelous (2)	6	n. l.	21–3b	B	
material (4)	1	6	45–2a	B	
meander(ing) (2)		n. l.	n. l.		
member		8	52–1b	A	3
mend (2)	2	6	25–3a	B	
merry		4	49–1b	A	3
meteor		n. l.	10–5b	C	5
met with *discouragement*		n. l.	16–4a	B	
mining *centre(s)*		2	63–1b	A	3
miserable		n. l.	18–4a	B	

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
Miss (2)		2	83–1a$_5$	A	†
mitten(s)		2	12–5a	C	5
mode		n. l.	22–3b	B	
moderate		n. l.	23–3a	B	
moisture		6	14–4b	B	
moral		8	27–3a	B	
motor *truck(s)*		n. l.	13–5a	C	5
mouse		2	38–2a	B	
mouth		2	69–1b	A	3
Mr. (2)		2	63–1b	A	3
Mrs. (2)		2	54–1b	A	3
much *displeas(ed)*		n. l.	14–4b	B	
mulberry		4	n. l.		
municipal		n. l.	3	C	*
muslin (2)		8	8	C	6
muscular		n. l.	n. l.		
my *brother* and I		2	87–1a$_4$	A	†
my *destiny*		n. l.	13–5a	C	5
nasturtium		n. l.	n. l.		
navigability		n. l.	n. l.		
navigation		n. l.	6	C	*
necessary	5	n. l.	57–1b	A	3
nectar		n. l.	5	C	*
nerve(s)		5	16–4a	B	
nervous		7	15–4b	B	
nicotene		n. l.	n. l.		
noble		7	46–2a	B	
noisy		2	8	C	6
nonsense		7	13–5a	C	5
notice		5	55–1b	A	3
not *strong* enough		4	98–1a$_3$	A	†
numerator		5	n. l.		
oak (2)		2	51–1b	A	3
oat(s)	3	2	27–3a	B	
obedient	1, 3, 6	6	13–5a	C	5
obey		3	47–2a	B	
obtain	5, 6	8	48–2a	B	
occupation (2)	5	n. l.	20–3b	B	
occur(red)	5	7	29–2b	B	
ocean		3	51–1b	A	3
on *account* of	3, 5	5	63–1b	A	3
onion(s)	3	3	19–3b	B	
opposite (2)	5	7	34–2b	B	
oral (2)		n. l.	6	C	*
roganist		n. l.	6	C	*
original	6	8	24–3a	B	
out of *tune*	3	5	26–3a	B	
parallel (2)		6	15–4b	B	
patriot	5	5	10–5b	C	5
pear		2	23–3a	B	
perambulator		n. l.	n. l.		

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
percale		n. l.	4	C	*
perculator		n. l.	n. l.		
permanent		n. l.	18–4a	B	
permission		8	14–4b	B	
persevere (3)		n. l.	7	C	6
persuade	5, 6	7	22–3b	B	
petroleum (2)		n. l.	8	C	6
pile		2	44–2a	B	
pine		2	35–2b	B	
plain		n. l.	78–$1a_5$	A	†
pleasant	1, 5	3	64–1b	A	3
plow (2)		n. l.	27–3a	B	
plural		6	n. l.		
pollen		n. l.	4	C	*
poplar		n. l.	7	C	
population (3)	5	n. l	25–3a	B	
pore(s)		n. l.	9	C	5
porous		n. l.	n. l.		
portable		n. l.	4	C	*
portrait		n. l.	4	C	*
potato	3	2	38–2a	B	
power		n. l.	85–$1a_4$	A	†
precious		6	5	C	*
prepare	1, 2	4	57–1b	A	3
present(ly)	5	n. l.	102–$1A_3$	A	†
preserve(s)		n. l.	37–2a	B	
ressure		n. l.	12–5a	C	5
prevent (2)	5	8	42–2a	B	
probably not		n. l.	36–2b	B	
problem		4	23–3a	B	
process	5	n. l.	23–3a	B	
product(s) (3)	5	4	33–2b	B	
proper(ly)		5	51–1b	A	1
proprietor		n. l.	7	C	6
provision(s)	5	n. l.	19–3b	B	
pulverize		8	n. l.		
punctuation		n. l.	n. l.		
pupil		n. l.	39–2a	B	
purchase (2)		n. l.	41–2a	B	
puzzle		3	14–4b	B	
quaint		n. l.	13–5a	C	5
Quaker		n. l.	5	C	*
quantity		8	41–2a	B	
quarrel		2	34–2b	B	
quarry (2)		7	12–5a	C	5
question (2)		2	74–1b	A	3
queue		n. l.	n. l.		
quiet (2)		2	62–1b	A	3
quiver		n. l.	16–4a	B	
quotation		5	6	C	*
railroad		2	42–2a	B	

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
raw material		2	26–3a	B	
reduce		5	28–3a	B	
refine(d) (2)		n. l.	19–3b	B	
refinery (2)		n. l.	n. l.		
refin(ing)		n. l.	19–3b	B	
reform school		n. l.	15–4b	B	
refrigerator		6	4	C	*
region		7	45–2a	B	
relate	6	n. l.	24–3a	B	
release		n. l.	19–3b	B	
remarkable		n. l.	20–3b	B	
repair (2)		8	39–2a	B	
repetition (3)	1, 5, 6	n. l.	6	C	*
reply(ied)	1, 3	4	64–1b	A	3
rescue	6	n. l.	22–3b	B	
resource(s)		n. l.	9	C	5
responsible	6	8	9	C	5
retreat		6	20–3b	B	
return	1	5	68–1b	A	3
road	1	2	89–1a$_4$	A	†
roll(ing)	3	2	80–1a$_5$	A	†
rough	3	2	48–2a	B	
rude	6	6	29–2b	B	
rye		n. l.	14–4b	B	
sad		4	61–1b	A	3
satin		6	15–4b	B	
save		n. l.	84–1a$_5$	A	†
saw	1	2	102–1a$_3$	A	†
scale		4	46–2a	B	
scholar		2	18–4a	B	
science		7	23–3a	B	
scout	3	n. l.	14–4b	B	
scrambl(ed) eggs		4	10–5b	C	5
sculptor		n. l.	4	C	*
sea *level*		4	42–2a	B	
season(ed)		n. l.	61–1b	A	3
season(ing)		n. l.	61–1b	A	3
security (2)		n. l.	10–5b	C	5
sedan chair		n. l.	3	C	*
self-acting		n. l.	n. l.		
settle		4	57–1b	A	3
settlement		n. l.	27–3a	B	
shaft (2)		n. l.	18–4a	B	
share	2	n. l.	45–2a	B	
shelter (2)		4	39–2a	B	
silk (2)		n. l.	62–1b	A	3
skeleton		6	6	C	*
skin(s)		2	56–1b	A	3
slag		n. l.	n. l.		
sleepy		2	21–3b	B	
slope	3	n. l.	29–2b	B	

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
small (2)		2	118–1a_2	A	†
smelt(ing)		n. l.	8	C	6
smooth		2	48–2a	B	
soil (3)		4	58–1b	A	3
soon	2, 3, 5	2	130–1a_2	A	†
soon(er) or later		2	130–1a_2	A	†
sound an *alarm*		5	29–2b	B	
source	6	4	28–3a	B	
specimen(s)	6	7	9	C	5
spin(ning)		2	24–3a	B	
sport	5	6	38–2a	B	
spruce		n. l.	4	C	*
spun		n. l.	13–5a	C	5
steam	3	2	43–2a	B	
steel (2)		6	45–2a	B	
steel *plate*		2	46–2a	B	
sterilize		n. l.	n. l.		
straight		2	68–1b	A	3
strange to say		5	66–1b	A	3
stream (2)		n. l.	55–1b	A	3
student		6	30–2b	B	
stupid	3	7	14–4b	B	
succession	5	n. l.	10–5b	C	5
sugar *beet*		n. l.	11–5b	C	5
sugar *cane*		3	21–3b	B	
suggestion		8	9	C	5
sunbeams *glanc(ed)*		n. l.	32–2b	B	
surprise(d)	3	4	56–1b	A	3
swift (2)	5, 2	7	45–2a	B	
system		7	41–2a	B	
taffeta		n. l.	5	C	*
tank		5	15–4b	B	
tar *camphor*		8	5	C	*
temperature (2)	6	5	21–3b	B	
temporary		n. l.	12–5a	C	*
tempt (2)		8	26–3a	B	
temptation		8	14–4b	B	
terminal		n. l.	3	C	*
terrific storm		n. l.	4	C	*
textile (2)	6	n. l.	3	C	*
then	3, 5	2	173–1a_1	A	†
thereafter		n. l.	6	C	*
therefore	6	6	57–1b	A	3
there, *their*		2	177–1a_1	A	†
thermometer		5	10–5b	C	5
thin(ning)	3	3	55–1b	A	3
timber		2	18–4a	B	
tiny	1, 2	n. l.	36–2b	B	
tobacco		2	25–3a	B	
tomato (2)	3	2	12–5a	C	5
too good to be *true*		3	95–1a_3	A	†

GRADE 4—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
too, to, two		2	119–$1a_2$	A	†
torment(ed)		n. l.	20–3b	B	
torrent		n. l.	13–5a	C	5
tote		n. l.	n. l.		
toward(s)		n. l.	75–1b	A	3
transfer	5	8	16–4a	B	
transportation (2)		n. l.	14–4b	B	
treasure		n. l.	37–2a	B	
treated with *kindness*		8	31-2b	B	
tributary		n. l.	17–4a	B	
troop		5	29–2b	B	
trouble(d)	3	4	73–1b	A	3
truck		n. l.	13–5a	C	5
true to his word	6	3	95–$1a_3$	A	†
tunnel (2)		n. l.	11–5b	C	5
turnip		4	11–5b	C	5
ugly	2	6	29–2b	B	
unbreakable		n. l.	n. l.		
uncertain		n. l.	14–4b	B	
uncommon(ly)		n. l.	6	C	*
unexpecte(ed) reply		n. l.	15–4b	B	
unite		8	70–1b	A	3
unusual		n. l.	17–4a	B	
upper		5	41–2a	B	
valley		3	60–1b	A	3
valuable	6	7	29–2b	B	
value,		n. l.	57–1b	A	3
variety		8	25–3a	B	
vegetable (3)	3, 6	4	30–2b	B	
vehicle		n. l.	6	C	*
velocity		n. l.	n. l.		
ventilation	6	8	n. l.		
vertical		n. l.	8	C	6
violent		n. l.	19–3b	B	
vocabulary		n. l.	7	C	6
walnut		4	11–5b	C	5
waterway(s)		n. l.	n. l.		
wealthy	2	6	19–3b	B	
weather (2)	2	3	60–1b	A	3
weav(ing) (2)		4	25–3a	B	
wee	1	n. l.	25–3a	B	
weep	1	n. l.	38–2a	B	
western		n. l.	39–2a	B	
whisk		n. l.	9	C	5
whisper	3	2	42–2a	B	
with all my *hears*		2	92–$1a_4$	A	†
wove		n. l.	11–5b	C	5
wrought		n. l.	26–3a	B	
yellow	3	2	50–1b	A	3

GRADE 5

		JONES	THORNDIKE	VALUE	REALLOCATION
abandon		n. l.	17–4a	B	
abolish (2)		n. l.	10–5b	B	
absorption		n. l.	n. l.		
accent	6	7	14–4b	B	
according to		n. l.	48–2a	A	4
accuracy		n. l.	n. l.		
achieve (4)	6	n. l.	14–4b	B	
acknowledge		8	18–4a	B	
acquire		n. l.	20–3b	B	
admiration		n. l.	16–4a	B	
adopt		7	23–3a	B	
advantage(s)		7	40–2a	A	4
adventure		n. l.	22–3b	B	
adverse		n. l.	8	C	6
advertise		5	12–5a	B	
afraid	1	2	54–1b	A	3
after a *while* (2)	2	2	138–$1a_2$	A	†
after that		2	158–$1a_1$	A	†
afterward(s)	2, 4	n. l.	44–2a	A	4
again		2	151–$1a_1$	A	†
again and again		2	151–$1a_1$	A	†
agriculture		4	24–3a	B	
aide		n. l.	n. l.		
all at *once*	4	2	111–$1a_3$	A	†
alms		n. l.	13–5a	B	
alternate (2)	6	n. l.	8	C	6
although	6	5	68–1b	A	3
altitude (2)	6	7	8	C	6
amaze(d)		n. l.	19–3b	B	
ambitious	6, 3	n. l.	15–4b	B	
ammunition		8	7	C	6
amount	3, 4	4	51–1b	A	3
angle(s)		8	15–4b	B	
angry	1, 2, 4	5	47–2a	A	4
animate		n. l.	8	C	6
anti-slavery (2)		n. l.	5	C	*
appear		n. l.	70–1b	A	3
appearance		8	32–2b	B	
approach (2)		7	43–2a	A	4
arid (2)		n. l.	n. l.		
arid region		n. l.	n. l.		
aristocracy		n. l.	n. l.		
arrive(d)	4	6	57–1b	A	3
arterie(s)		6	n. l.		
as a *result*		5	48–2a	A	4
as a *reward*		n. l.	28–3a	B	
ascend		n. l	24–3a	B	
a *shortage* of		n. l.	3	C	*
astonish(ed)	4	n. l.	23–3a	B	
ate *ravenously*		n. l.	5	C	*

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
at *first*	6	2	136–1a$_2$	A	†
at *last* (2)	4	2	149–1a$_2$	A	†
attitude (axial)	6	n. l.	10–5b	B	
balance (central)		7	31–2b	B	
because of		2	108–1a$_3$	A	†
behold		n. l.	37–2a	A	4
benefactor		n. l.	4	C	*
besiege (2)		n. l.	12–5a	B	
body *builder(s)*		n. l.	18–4a	B	
body *regulator(s)*		n. l.	n. l.		
bomb		n. l.	4	C	*
border		6	39–2a	A	4
boundary		5	21–3b	B	
brag		n. l.	6	C	*
brave		3	55–1b	A	3
by and by (3)	2, 6	2	191–1a$_1$	A	†
by *means* of		n l.	100–1a$_3$	A	†
by that *time*		2	183–1a$_1$	A	†
calculate		n. l.	5	C	*
campaign (2)	6	8	14–4b	B	
cancel		7	4	C	*
canoe		4	14–4b	B	
capillary(ies)		7	n. l.		
careful(ly)	1	2	59–1b	A	3
cause *annoyance*		n. l.	4	C	*
cause great *havoc*		n. l.	7	C	6
cautious(ly) (2)		n. l.	8	C	6
chairlady		n. l.	n. l.		
chairman		n. l.	11–5b	B	
character		8	44–2a	A	4
characteristic(s)		n. l.	10–5b	B	
charming(ly)	2	n. l.	42–2a	A	4
choice		5	37–2a	A	4
circulation		n. l.	6	C	*
citizen	4	8	31–2b	B	
clever	1	n. l.	16–4a	B	
climate		5	26–3a	B	
comedy		n. l.	12–5a	B	
commence	.....	n. l.	21–3b	B	
committee (2)		8	22–3b	B	
complement		n. l.	7	C	6
complementary colors		n. l.	n. l.		
complimentary ending		n. l.	n. l.		
composer		n. l.	18–4a	B	
conceal(ed)		n. l.	23–3a	B	
concise		n. l.	n. l.		
confectionery		n. l.	n. l.		
conflict		n. l.	14–4b	B	

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
congress		n. l.	28–2b	B	
constitution	3	8	21–3b	B	
consume		n. l.	16–4a	B	
contagious		n. l.	5	C	*
contain		6	56–1b	A	3
content(ed)		n. l.	47–2a	A	4
contrary	1	5	26–3a	B	
convention		n. l.	17–4a	B	
convey		n. l.	15–4b	B	
cool color(s)		2	61–1b	A	3
cooperation	3	n. l.	6	C	*
courageous	3, 4	n. l.	8	C	6
cries of *distress*		n. l.	24–3a	B	
critic		n. l.	12–5a	B	
criticism		8	6	C	*
cultivate(d)	4	4	24–3a	B	
current(s) (ocean)	3, 4	7	34–2b	B	
daily		4	35–2b	B	
declamation (2)		n. l.	n. l.		
defend		7	28–2b	B	
defiance		n. l.	13–5a	B	
degree	4	n. l.	43–2a	A	4
delegate		n. l.	11–5b	B	
delicious		n. l.	15-4b	B	
delightful (2)		n. l.	20–3b	B	
democratic		n. l.	4	C	*
dentist		5	4	C	*
dependent		n. l.	5	C	*
derive		n. l.	15–4b	B	
descend		7	33–2b	B	
describe	3	6	40–2a	A	4
desert(ed)		4	41–2a	A	4
design		n. l.	26–3a	B	
desire		8	59–1b	A	3
despair		n. l.	25–3a	B	
destiny		n. l.	13–5a	B	
determine(d)	6	4	33–2b	B	
development		n. l.	17–4a	B	
different	3, 4, 6	2	63–1b	A	
difficulty		n. l.	23–3a	B	
digestion		6	7	C	6
disagreeable	1	n. l.	9	B	
disaster		n. l.	11–5b	B	
discourage(d)	6	8	16–4a	B	
discovery (2)		n. l.	23–3a	B	
disgust(ed)		8	10–5b	B	
distance from the sea		4	60–1b	A	3
distinguish		n. l.	21–3b	B	
distress		n. l.	24–3a	B	
during	2	3	96–1a$_2$	A	†

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
effort		7	33–2b	B	
eloquent		n. l.	5	C	*
emancipation		n. l.	4	C	*
emphasis	3, 4	8	n. l		
emphasize		8	5	C	*
encourage		5	25–3a	B	
enjoyable		n. l.	n. l.		
entertain(ing)		n. l.	27–3a	B	
envy		7	27–3a	B	
establish		n. l.	37–2a	A	4
event		n. l.	41–2a	A	4
exercise		5	51–1b	A	3
exert		8	4	C	*
expect	3	n. l.	56–1b	A	3
expedition		8	16–4a	B	
expensive		n. l.	16–4a	B	
experience	1, 4, 6	7	40–2a	A	4
explorer	4	n. l.	6	C	*
export (2)	4	n. l.	10–5b	B	
express(ing)	6	6	55–1b	A	3
expression		n. l.	13–5a	B	
extraordinary	4	8	14–4b	B	
failed in the *attempt*		6	38–2a	A	4
familiar	6	8	30–2b	B	
famous	3	8	50–1b	A	3
fast	3	2	79–1a$_5$	A	†
faucet		n. l.	3	C	*
fearless		n. l.	11–5b	B	
ferocity		n. l.	n. l.		
finally (6)	1, 2, 4, 6	3	40–2a	A	4
finance		n. l.	7	C	6
financier		n. l.	n. l.		
fled		6	25–3a	B	
fleet		n. l.	34–2b	B	
foreign	4	4	42–2a	A	4
fortunate(ly)		7	20–3b	B	
fragrant		5	14–4b	B	
fret		3	25–3a	B	
frighten(ed)	1, 3, 6	4	33–2b	B	
from *mouth* to mouth		2	69–1b	A	3
frontier		4	8	C	6
fugitive (3)		n. l.	13–5a	B	
general(ly)	4	6	81–1a$_5$	A	†
gentle(ly)	1, 2	8	62–1b	A	3
gesticulate		n. l.	n. l.		
glided swiftly		n. l.	21–3b	B	
government *control*		n. l.	31–2b	B	

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
governor (2)	4	4	37–2a	A	4
grateful		n. l.	28–3a	B	
guard	6	4	50–1b	A	3
happen(ed)	2	2	63–1b	A	3
harmful		n. l.	n. l.		
have *written*		n. l.	43–3a	B	
help	4	2	109–$1a_3$	A	†
heroic		n. l.	14–4b	B	
hope		3	93–$1a_4$	A	†
horrify(ied)		n. l.	n. l.		
however (2)	4, 6	8	75–1b	A	3
hue	4, 6	n. l.	13–5a	B	
huge (2)	2, 4	6	36–2a	A	4
human	4	n. l.	39–2a	A	4
humble		n. l.	28–3a	B	
humiliat(ing) reply		n. l.	n. l.		
hurl through space		n. l.	18–4a	B	
hurry(ied) (2)	2	5	51–1b	A	3
I have *finish(ed)*		2	72–1b	A	3
I *have* no					
I haven't any / illustrate (12)	1, 2 / 6	2 / 5	194–$1a_1$ / 13–5a	A / B	†
imagine	3	6	38–2a	A	4
immediate(ly) (3)	4, 1	7	38–2a	A	4
immense		7	22–3b	B	
immortal		8	25–3a	B	
I'm not		n. l.	34–2b	B	
import	4	7	22–3b	B	
I *must*		2	115–$1a_2$	A	†
inattentive		n. l.	n. l.		
indent (2)		n. l.	6	C	*
independence (2)	4, 5	5	16–4a	B	
indistinct		n. l.	3	C	*
industry	4, 6	5	29–2b	B	
information		n. l.	26–3a	B	
injurious		n. l.	8	C	6
in *regard* to		8	42–2a	A	4
insist(ed) upon going		n. l.	21–3b	B	
in some *respect(s)* (2)		5	38–2a	A	4
in *spite* of		n. l.	38–2a	A	4
instant(ly)	4, 6	n l.	32–2b	B	
in *succession* (2)		n. l.	10–5b	B	
insulate		n. l.	3	C	*
integer		n. l.	n. l.		
interest(ing) (2)	3	5	68–1b	A	3
interest(s)		5	68–1b	A	3
interlace(d)		n. l.	n. l.		
in the *excitement*		7	11–5b	B	

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
in the *first* place...		2	136–1a$_2$	A	†
in the *meantime* (2)	3, 6	n. l.	15–4b	B	
in the *next* place...	4	2	97–1a$_3$	A	†
in *vain* (2).....		6	44–2a	A	4
invent.....		n. l.	21–3b	B	
invention.....		n. l.	21–3b	B	
investigate.....		8	9	B	
invisible (2).....	4	n. l.	15–4b	B	
irrigate.....	4	4	5	C	*
irrigation.....		4	5	C	*
I saw I have *seen*.....	2, 4	2	89–1a$_4$	A	†
it is *broken*.....		2	59–1b	A	3
keep off the—		2	112–1a$_2$	A	†
later (2).....		2	98–1a$_3$	A	†
latitude.....	4	n. l.	7	C	6
league.....		n. l.	35–2b	B	
like.....		2	172–1a$_1$	A	†
lived *happily*.....		n. l.	17–4a	B	
locate.....		n. l.	23–3a	B	
longitude.....		7	6	C	*
love.....		2	112–1a$_2$	A	†
magician.....		n. l.	6	C	*
marvel.....		n. .	n. l.		
massive.....		n. l.	5	C	*
may.....		n. l.	149–1a$_2$	A	†
mayor.....		n. l.	23–3a	B	
meanwhile (3).....	6	n. l.	14–4b	B	
metal(*s*) and ores..		6	32–2b	B	
microscope.....		7	n. l.		
military.....	6	7	25–3a	B	
minute(s) (of meeting).....		n. l.	75–1b	A	3
mischievous.....		5	5	C	*
moreover.....	5	n. l.	22–3b	B	
mortal.....		8	33–2b	B	
mortal(*ly*) wounded		8	33–2b	B	
much *relieve*(*d*)....		4	27–3a	B	
murder.....		5	28–3a	B	
mysterious.....		6	15–4b	B	
mystery.....		n. l.	24–3a	B	
nationality (3)....		n. l.	5	C	*
native.....		n. l.	45–2a	A	4
natural *harbor*(*s*)..		4	32–2b	B	
naturalize (2).....		n. l.	n. l.		
nature.....		4	61–1b	A	3
navigable.....		n. l.	8	C	6
necessary.....	4	6	57–1b	A	3
need.....	3	2	109–1a$_3$	A	†
neutral.....		n. l.	3	C	*
nevertheless.....	3, 6	n. l.	16–4a	B	

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
nitrate		n. l.	n. l.		
notwithstanding		n. l.	10–5b	B	
now and again (3)		2	174–$1a_1$	A	†
observation(s)		8	17–4a	B	
obtain	4, 6	8	48–2a	A	4
occasional(ly)	6	6	14–4b	B	
occupation	4	n. l.	20–3b	B	
occur(red)	4	7	29–2b	B	
offer(ed) to go		2	68–1b	A	3
on *account* of	3, 4	5	63–1b	A	3
once upon a *time* (2)	1, 2	2	183–$1a_1$	A	†
one after the other		2	158–$1a_1$	A	†
opposite (2)		7	34–2b	B	
opposition	4	n. l.	15–5a	B	
orator		n. l.	9	B	
organize	6	n. l.	15–4b	B	
outlet		n. l.	14–4b	B	
owner		2	36–2b	B	
oxygen		7	n. l.		
patent		8	12–5a	B	
patriot (2)	4	5	10–5b	B	
pause		n. l.	22–3b	B	
pedestrian		n. l.	n. l.		
persuade	4, 6	7	22–3b	B	
physical	6	8	10–5b	B	
physician		8	24–3a	B	
pilgrim		4	18–4a	B	
pioneer		4	11–5b	B	
plateau		4	12–5a	B	
pleasant (2)	1, 4	n. l.	64–1b	A	3
please(ing)		8	93–$1a_4$	A	†
pleasure		4	65–1b	A	3
political	6	8	18–4a	B	
population	4	n. l.	25–3a	B	
port		n. l.	38–2a	A	4
postscript		n. l.	n. l.		
presently	4	n. l.	7	C	6
prevent (2)	4	8	42–2a	A	4
prevention		n. l.	n. l.		
process	4	n. l.	23–3a	B	
proclamation		n. l.	7	C	6
procure		n. l.	17–4a	B	
product	4	4	33–2b	B	
production		n. l.	12–5a	B	
profit		4	34–2b	B	
progression	6	n. l.	n. l.		
prosper		n. l.	19–3b	B	
protect		7	41–2a	A	4
protein(s)		n. l.	n. l.		
protest		n. l.	15–4b	B	

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
proud of		4	62–1b	A	3
provision(s)	4	n. l.	19–3b	B	
quick(ly)		2	87–1a$_4$	A	†
quote		n. l.	12–5a	B	
rainfall		n. l.	10–5b	B	
ran	1	2	56–1b	A	3
rank(*s*) in army		7	39–2a	A	4
rapid(ly)		6	53–1b	A	3
rather than	6	2	59–1b	A	3
rebel		6	21–3b	B	
rebellion (2)		6	11–5b	B	
recent		8	26–3a	B	
refer(red)		8	22–3b	B	
refuge		n. l.	19–3b	B	
regard(ing)		8	42–2a	A	4
regular and irregular		7	46–2a	A	4
relationship		n. l.	4	C	*
reliant		n. l.	n. l.		
relief		8	27–3a	B	
religion		8	24–3a	B	
remove		n. l.	44–2a	A	4
repetition (2)	1, 4, 6	n. l.	6	C	*
representative		7	24–3a	B	
republic		7	21–3b	B	
resemble		6	17–4a	B	
resist		n. l.	16–4a	B	
resistance		n. l.	7	C	6
respect		8	38–2a	A	4
retire		8	33–2b	B	
reverent		n. l.	7	C	6
revolution		7	18–4a	B	
rogue		n l.	13–5a	B	
run the *risk*		3	16–4a	B	
rush		6	57–1b	A	3
said they would go		2	115–1a$_2$	A	†
sale		2	34–2b	B	*
salutation		n. l.	6	C	
scare(d)	2	2	25–3a	B	
schooner		n. l.	n. l.		
scold		2	21–3b	B	
secede (3)		8	n. l.		
secretary		4	22-3b	B	
self-*reliance*		n. l.	3	C	*
semicircle	3	n. l.	n. l.		
semi-*tropical*		n. l.	5	C	*
serenade (2)		n. l.	n. l.		
Sesqui-Centennial		n. l.	n. l.		
set *free*		n. l.	86–1a$_4$	A	†
several	6	5	81–1a$_5$	A	†
shabby		n. l.	4	C	*

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
shade	3	2	51–1b	A	3
shield		6	28–3a	B	
signature (2)	6	5	11–5b	B	
sincere(ly) (2)		5	23–3a	B	
situated		n. l.	21–3b	B	
slab of marble		n. l.	8	C	6
slain		6	21–3b	B	
slavery		n. l.	13–5a	B	
smuggle		n. l.	n. l.		
soar		n. l.	12–5a	B	
soil	1, 3	4	58–1b	A	3
some *time* ago		2	183–$1a_1$	A	†
soon	2, 3, 4	2	130–$1a_2$	A	†
speck		2	8	C	6
spighot		n. l.	n. l.		
sport(s)	4	6	38–2a	A	4
standard		n. l.	29–2b	B	
starch(es)		n. l.	4	C	*
stationer		n. l	n. l.		
stock		5	51–1b	A	3
subdivision		n. l.	n. l.		
subdue (2)		n. l.	20–3b	B	
succeed		4	42–2a	A	4
succession	4	n. l.	10–5b	B	
sudden(ly) (4)		4	59–1b	A	3
suffer		4	58–1b	A	3
sufficient		8	27–3a	B	
surface	3, 6	6	36–2b	B	
surrender (2)		5	18–4a	B	
suspect		n. l.	18–4a	B	
swift(ly)	4, 2	7	45–2a	A	4
take *care* of		2	98–$1a_3$	A	†
temperate		5	21–3b	B	
tender		3	45–2a	A	4
terrify(ied)		n. l.	9	B	
territory		7	27–3a	B	
thank		2	83–$1a_3$	A	†
then	3, 4	2	173–$1a_1$	A	†
there once *liv(ed)*		2	139–$1a_2$	A	†
three years ago		2	136–$1a_2$	A	†
throughout		n. l.	32–2b	B	
thunder(ing)		n. l.	34–2b	B	
tint		n. l.	8	C	6
tomb		7	19–3b	B	
topic (2)		7	10–5b	B	
topmost		n. l.	5	C	*
Tory		n. l	5	C	*
trade		2	55–1b	A	3
transfer	4	8	16–4a	B	
transfix		n. l.	n. l.		
transparent		8	7	C	6

GRADE 5—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
tremendous		n. l.	12–5a	B	
tribute		n. l.	18–4a	B	
trifle		8	19–3b	B	
tropical		n. l.	5	C	*
unbalanc(ed)		n. l.	n. l.		
uncomfortable		n. l.	11–5b	B	
unconditional (2)		n. l.	n. l		
under such *condition(s)* (2)		8	49–1b	A	3
undesirable		n. l.	n. l.		
uneven		n. l.	9	B	
unity	6	n. l.	11–5b	B	
usual(ly)	2, 3	7	55–1b	A	3
vacuum cleaner		n. l.	n. l.		
vagabond		n. l.	6	C	*
value (2)	6	n. l.	57–1b	A	3
valve		n. l.	8	C	6
vast		n. l.	33–2b	B	
vein(s)		5	27–3a	B	
victorious		n. l.	18–4a	B	
volunteer (2)		n. l.	7	C	6
vulcanize		n. l.	n. l.		
want	1	2	110–1a$_3$	A	†
warm *color(s)*		2	84–1a$_5$	A	†
watchful		n. l.	14–4b	B	
went		2	94–1a$_4$	A	†
what *have* you there?		2	94–1a$_1$	A	†
Whig		n. l.	4	C	*
why are you *angry?*		5	47–2a	A	4
without a moment's *notice*		5	55–1b	A	3
without a moment's *hesitation*		n. l.	3	C	*
with the *exception* of		n. l.	18–4a	B	
wizard		n. l.	12–5a	B	

GRADE 6

		JONES	THORNDIKE	VALUE	RELOCATION
abbey		n. l.	9	B	
accent	5	7	14–4b	B	
accompany(ied) by		8	34–2b	B	
accomplish(ed)		n. l.	31–2b	B	
according(ly) (2)		8	48–2a	A	4
accumulate		n. l.	3	C	*
achieve	5	n. l.	14–4b	B	
activity		n. l.	7	B	
adorn		n. l.	17–4a	B	
adventurous		n. l.	7	B	
advice	3, 4	6	30–2b	B	
affirm		n. l.	13–5a	B	
afford to		6	23–3a	B	
agree with	3, 4	5	47–2a	A	4
alertness		n. l.	n. l.		
allegro		n. l.	n. l.		
also		3	119–1a$_2$	A	†
alternate	5	n. l.	8	B	
alternation (2)	4	n. l.	n. l.		
although (2)	5	5	68–1b	A	3
altitude	5	7	8	B	
ambitious (2)	5, 3	n. l.	15–4b	B	
Anglo-Saxon (2)		n. l.	n. l.		
announced		8	10–5b	B	
anxiety		n. l	5	C	*
anxious(ly) waiting		5	29–2b	B	
appeal		n. l.	25–3a	B	
architecture		n. l.	6	C	*
arrangement		8	13–5a	B	
as black as *coal*		2	57–1b	A	3
as brown as a *nut*		2	47–2a	A	4
as busy as a *bee*		2	58–1b	A	3
as calm as the *sea*		3	100–1a$_3$	A	†
asham(ed) of	3	n. l.	29–2b	B	
ask *permission*		8	14–4b	B	
as quick as a *flash*		7	38–2a	A	4
assert		n. l.	14–4b	B	
as white as *snow*		2	72–1b	A	3
asylum		8	3	C	*
at *first*	5	2	136–1a$_2$	A	†
at the *time*		2	183–1a$_1$	A	†
attention		6	35–2b	B	
attitude	5	n. l.	10–5b	B	
avaricious		n. l.	n. l.		
avoid		8	31–2b	B	
axial		n. l.	n. l.		
balance (3)		7	31-2b	B	
barrier(s)		n. l.	11-5b	B	
eginning to be *appreciat(ed)*		n. l.	13–5a	B	
besides		2	13–5a	B	

GRADE 6—(*Continued*)

		JONES	THORNDIKE	VALUE	RELOCATION
blanch(ing)		n. l.	7	B	
broken	4	2	59–1b	A	3
busy(ily)		n. l.	8	B	
by and by	2, 5	2	191–1a	A	†
campaign (2)	5	8	14–4b	B	
capital(s)		4	35–2b	B	
caravan	3	n. l.	9	B	
carry *tale(s)*		4	39–2a	A	4
castle	1	n. l.	46–2a	A	4
Catacombs		n. l.	n. l.		
cathedral		n. l.	15–4b	B	
celebrat(ed)		n. l.	30–2b	B	
cheerful as a *cricket*		2	15–4b	B	
chivalry (2)		n. l.	9	B	
civilization		8	5	C	*
comfort		n. l.	44–2a	A	4
commit to memory	3	n. l.	22–3b	B	
compare (2)		6	48–2a	A	4
compress(ed)		n. l.	4	C	*
concern(ing)		8	31–2b	B	
conquest		n. l.	19–3b	B	
consent(ed)		6	40–2a	A	4
conservation		n. l.	n. l.		
conserve		n. l.	5	C	*
contestant		n. l.	n. l.		
continent	3	n. l.	26–3a	B	
continual(ly)		n. l.	22–3b	B	
convenient		7	23–3a	B	
courage	4	7	32–2b	B	
courteous	1	n. l.	12–5a	B	
criticize		8	5	C	*
crusade		n. l.	5	C	*
curiosity		n. l.	13–5a	B	
curiosity was *arous(ed)*		7	11–5b	B	
decorate	3, 4	5	9	B	
decrease		n. l.	16–4a	B	
demand	3	n. l.	50–1b	A	3
deny	4	4	31–2b	B	
designate		n. l.	6	C	*
detach		n. l.	4	C	*
determin(ed)	5	4	33–2b	B	
develop		n. l.	24–3a	B	
devour(ed)	2	n. l.	18–4a	B	
different from	3, 4, 5	2	63–1b	A	3
disappear(ed)		n. l.	32–2b	B	
discourage(d)	5	8	16–4a	B	
discuss (2)		8	18–4a	B	
discussion		n. l.	10–5b	B	
distinguish(ed)	4	8	3	C	*

GRADE 6 —(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
disturb	4	6	26–3a	B	
disuse		n. l.	n. l.		
drainage		4	6	C	*
eliminate (2)		n. l.	n. l.		
embellish (2)		n. l.	n. l.		
emigrant		6	4	C	*
employ(ed) by		7	37–2a	A	4
employment		n. l.	11–5b	B	
endure		8	27–3a	B	
engag(ed) in		n. l.	29–2b	B	
enjoy	2, 3	4	8	B	
environment		n. l.	n. l.		
equip(ped)		n. l.	12–5a	B	
escape	4	4	49–1b	A	3
estate		n. l.	26–3a	B	
evaporation		n. l.	n. l.		
every *now* and then (2)		2	174–$1a_1$	A	†
expansion		n. l.	6	C	*
experience	1. 4	7	40–2a	A	4
experiment		n. l.	12–5a	B	
express	5	6	55–1b	A	3
extend(ing)		n. l.	51–1b	A	3
familiar	5	8	30–2b	B	
fasten	4	2	33–2b	B	
feature		n. l.	28–2b	B	
finally	1, 2, 4, 5	3	40–2a	A	4
for		2	201–$1a_1$	A	†
forlorn		n. l.	12–5a	B	
forte		n. l.	n. l.		
fortunate(ly) for him		7	20–3b	B	
friend(ly) enemies		n. l.	37–2a	A	4
frighten	1, 3, 5	4	33–2b	B	
funny		2	27–3a	B	
furthermore		n. l.	8	B	
future	4	7	43–2a	A	4
gain —'s *consent*		6	40–2a	A	4
geographical		n. l.	4	C	*
get the *better* of		2	105–$1a_2$	A	†
govern(ed)		7	28–2b	B	
graduat(ed) (from)		n. l.	17–4a	B	
great *severity*		n. l.	6	C	*
greet		n. l.	36–2a	A	4
grope in the dark		n. l.	9	B	
guard	5	4	50–1b	A	3
habit(s) (2)		n. l.	28–3a	B	
handful		2	15–4b	B	
handy		n. l.	7	B	
harmony		n. l.	21–3b	B	
hawk(ing)		n. l.	22–3b	B	

GRADE 6—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
held—to his *promise*		3	65–1b	A	3
here and there		2	155–$1a_1$	A	†
honesty		n. l.	7	B	
honorable		n. l.	25–3a	B	
however (2)	4, 5	8	75–1b	A	3
hue	4, 5	n. l.	13–5a	B	
hungry as a *bear*		2	92–$1a_4$	A	†
identical		n. l.	n. l.		
I desire to make *application* for		n. l.	21–3b	B	
I hereby *apply*		n. l.	36–2a	A	4
illustrate (2)	5	5	13–5a	B	
imitate	4	n. l.	14–4b	B	
immigrant	4	n. l.	4	C	*
in *addition* to		n. l.	28–2b	B	
independence	4, 5	5	16–4a	B	
industry (2)	4, 5	5	29–2b	B	
inquire	4	5	26–3a	B	
inquisitive		n. l.	n. l.		
instant(ly)	4, 5	n. l.	32–2b	B	
insular		n. l.	n. l.		
intensity (2)		n. l.	n. l.		
interval		n. l.	13–5a	B	
in the *course* of time		5	91–$1a_4$	A	†
in the *meantime*	3, 5	n. l.	15–4b	B	
in the same *manner*		3	58–1b	A	3
in view of the *fact*		n. l.	54–1b	A	3
invite	2, 4	2	44–2a	A	4
I *refer* you to		8	22–3b	B	
issue a *proclamation*		n. l.	7	B	
it goes without *say(ing)*		2	140–$1a_2$	A	†
it is *better* by far		2	105–$1a_3$	A	†
alnguage	3, 4	2	48–2a	A	4
learn		2	103–$1a_3$	A	†
lessen		n. l.	11–5b	B	
liberat(ed)		n. l.	n. l.		
likewise		n. l.	15–4b	B	
lively	4	6	27–3a	B	
loyalty		n. l.	10–5b	B	
many a day		2	153–$1a_1$	A	†
mark of *respect*		8	38–2a	A	4
marvelous	4	n. l.	21–3b	B	
meanwhile	5	n. l.	14–4b	B	
mediaeval		n. l.	n. l.		
met with {*defeat* / success}		6	21–3b	B	
microbe		n. l.	n. l.		

GRADE 6

		JONES	THORNDIKE	VALUE	REALLOCATION
military	5	7	25–3a	B	
minor		n. l.	4	C	*
misrepresent		n. l.	n. l.		
modern		7	30–2b	B	
monastery		n. l.	3	C	*
monk		n. l.	13–5a	B	
moorland		n. l.	4	C	*
moreover (2)	5	n. l.	22–3b	B	
mother *agree(d)*		5	47–2a	A	4
motif		n. l.	n. l.		
mountainous		n. l.	12–5a	B	
murmur(ed)		8	38–2a	A	4
narrow		7	57–1b	A	3
naturalist		n. l.	n. l.		
navigate		n. l.	3	C	*
neglected minutest *detail*		n. l.	16–4a	B	
neither *here* nor there		2	155–1a_1	A	†
neutralize(d)		n. l.	n. l.		
nevertheless	3, 5	n. l.	16–4a	B	
nomad		n. l.	4	C	*
nondescript		n. l.	n. l.		
note(d) for		n. l.	65–1b	A	3
novelist		n. l.	n. l.		
obedient	1, 3, 4	6	13–5a	B	
objective		n. l.	n. l.		
oblige(ing)		n. l.	31–2b	B	
obtain	4, 5	8	48–2a	A	4
occasional(ly)	5	6	14–4b	B	
occupy(ied) with		7	38–2a	A	4
on the *contrary*		5	26–3a	B	
on the other *hand* (2)		2	148–1a_2	A	†
on the *spur* of the moment		n. l.	17–4a	B	
opinion		8	37–2a	A	4
order	3	4	100–1a_3	A	†
organize	5	n. l.	15–4b	B	
original	4	8	24–3a	B	
output		n. l.	n. l.		
palace	2	n. l	41–2a	A	4
parliament		8	17–4a	B	
peculiar		7	23–3a	B	
peninsular		n. l.	n. l.		
period (era)		n. l.	34–2b	B	
permit(ted) to go		7	38–2a	A	4
personal		8	19–3b	B	
personal *remark(s)*		6	20–3b	B	
perspiration		n. l.	4	C	*
persuade	4, 5	7	22–3b	B	

GRADE 6—(*Continued*)

		JONES	THORNDIKE	VALUE	REALLOCATION
phase		n. l.	3	C	*
phrase	1	5	19–3b	B	
physical (2)	5	8	10–5b	B	
piano	3	2	17–4a	B	
picturesque		n. l.	10–5b	B	
political (2)	5	8	18–4a	B	
position		n. l.	28–3a	B	
pour		n. l.	45–2a	A	4
prepare (2)	1, 4, 2	n. l.	57–1b	A	3
pretend (2)		4	21–3b	B	
prevail(ing)		n. l.	24–3a	B	
pride		5	42–2a	A	4
probable(y)		n. l.	36–2b	B	
production		n. l.	12–5a	B	
profit		4	3	C	*
progression	5	n. l.	n. l.		
progressive		n. l.	9	B	
prospect(s)		8	24–3a	B	
punctuality		7	n. l.		
pursue		7	33–2b	B	
rather (than)	5	n. l.	59–1b	A	3
realize (that)		8	20–3b	B	
recall		n. l.	20–3b	B	
refuse		5	44–2a	A	4
relate(d)	4	4	24–3a	B	
relation		n. l.	26–3a	B	
repetition (2)	1, 4, 5	n. l.	6	C	*
rescue	4	n. l.	22–3b	B	
resemble		6	17–4a	B	
respond (2)		n. l.	13–5a	B	
responsible	4	8	9	B	
restrain—(from)		n. l.	19–3b	B	
retard(ed)		n. l.	n. l.		
reward(ed)	3	7	28–3a	B	
rhyme		6	21–3b	B	
rhythm (2)		n. l.	n. l.		
rival		6	22–3b	B	
rude	4	6	29–2b	B	
run the *risk*		4	16–4a	B	
rythm		n. l.	n. l.		
sacrifice		n. l.	29–2b	B	
saddlebag(s)		n. l.	n. l.		
salary		8	23–3a	B	
sanitary		8	9	B	
scale		4	46–2a	A	4
sculpture		n. l.	7	B	
seasonal		n. l.	n. l.		
serious	3	n. l.	29–2b	B	
settle the matter		4	57–1b	A	3
several	5	5	81–1a$_5$	A	†
shower—(with)		3	36–2b	B	

GRADE 6

		JONES	THORNDIKE	VALUE	REALLOCATION
signature	5	5	11–5b	B	
since		2	108–1a$_3$	A	†
solitary		n. l.	18–4a	B	
so *much* so that		2	157–1a$_1$	A	†
source	4	4	28–3a	B	
specimen	4	7	9	B	
spill	2	n. l.	11–5b	B	
spiral		7	3	C	*
sprinkle	3	2	22–3b	B	
squirm		2	n. l.		
steep	3	2	36–2b	B	
straight as an *arrow*		3	29–2b	B	
suffer a *loss*		n. l.	51–1b	A	3
supply		4	54–1b	A	3
surface	3, 5	6	36–2b	B	
tag(ged)	1	2	9	B	
temperature	4	5	21–3b	B	
textile	4	n. l.	3	C	*
therefore (2)	4	6	57–1b	A	3
thereupon		n. l.	16–4a	B	
thoroughness		n. l.	n. l.		
thoughtful (2)		n. l.	12–5a	B	
through a *blind(ing)* storm		n. l.	51–1b	A	3
through the *kindness* of		8	31–2b	B	
to my great *surprise*		n. l.	56–1b	A	3
to the *effect*		n. l.	47–2a	A	4
tournament		n. l.	4	C	*
trade *route(s)*		6	26–3a	B	
trembl(ing) with fear	3	7	35–2a	A	4
tried to *complete* the paper		7	51–1b	A	3
troubadour		n. l.	n. l.		
true to his word	4	3	95–1a$_3$	A	†
uncouth		n. l.	8	B	
unity	5	n. l.	11–5b	B	
untold *value(s)*		n. l.	57–1b 8	A	3
upset	1	2	12–5a	B	
valuable	4	7	29–2b	B	
value (2)	5	n. l.	57–1b	A	3
vanquish(ed)		n. l.	10–5b	B	
vary(ing)		n. l.	26–3a	B	
vegetable	3, 4	4	30–2b	B	
ventilation	4	8	n. l.		
verify		n. l.	6	C	*
vicious		n. l.	11–5b	B	
voyage(s)	3	5	27–3a	B	

GRADE 6

		JONES	THORNDIKE	VALUE	REALLOCATION
wade	2	2	9	B	
ware (hardware, etc)	1	n. l.	17–4a	B	
when	3	2	193–1a_1	A	†
whereas		n. l.	6	C	*
while		2	138–1a_2	A	†
wise as an *owl*		2	33–2b	B	
wonderful		6	58–1b	A	3
won the game		2	40–2a	A	4
yet		2	96–1a_3	A	†

V

Procedure—Types of Situations

A. Grouping

In order to ascertain the relative efficiencies of the two types of situations in formal oral English—the reproduction of stories and the telling of original experiences—the pupils of grades 4 to 8 of the Samuel Breck School were divided into the following two groups:

Group I.....	4A	5A	6B	7A	8A
Group II.....	4B	5B	6A	7B	8B

Teachers of Group I were assigned story reproduction and teachers of Group II original experience. These assignments were made only after consulting the preference of each individual teacher. It was felt that only when a teacher was entirely in sympathy with a certain method would she give that method full-hearted treatment. Exception to this was made in grades 7 and 8 where English is taught departmentally. Here the same teacher used both types in four different classes. It may be stated, at this time, that the prejudice of this teacher was in favor of the story reproduction situation. This feeling, however, was not permitted to affect the work in the class room.

As is shown in the following table, the two groups of teachers were not equally matched as far as experience goes:

Grade	*Group I*	*Group II*
4	35	1
5	10	.75
6	9	21
7	9	9
8	9	9
Average	14.4	8.2

Teachers of Group II were younger and averaged less experience by approximately 6 years per teacher.

It was not deemed necessary to give any special intelligence test to both groups because:

(a) The grouping represented a natural division of the school making both groups about equally intelligent.

(b) The first vocabulary test would serve as an adequate intelligence test (Terman has confirmed this. See Chapter 1). These assumptions were confirmed when the first test was given. (See Tables IX and X for median total scores.)

B. Testing and Control

On October 5, 1927, the Thorndike Test of Word Knowledge (Form A) was administered to the children of both groups and the distribution of scores recorded. During the next four months the teachers, during their formal oral English lessons, used the situation assigned to them to the exclusion of any other type of situation. In grades 4, 5, and 6 the Course of Study in English for the Philadelphia Public Schools provides additional time for informal English expression. Since this was in force equally for teachers of both groups, it was eliminated as a determining factor in interpreting the final results of the experiments.

No particular suggestions were made as to the method for each of the situations except that sometime in every formal oral English lesson the teacher should stress the use of "good words."

On January 24, 1928, Form B of the Thorndike Test of Word Knowledge was given to both groups and the distribution of scores again recorded as before.

C. Tables

Tables IX and X show the distribution of scores by grade and according to situation. The figures at the left of each double column represent the results at the beginning of the term and the figures at the right the results at the end of the term. The column marked "Total" shows the distribution of scores for the entire group.

It will be noticed that at the beginning of the term the two

groups are almost equally matched as far as vocabulary ability is concerned. Incidentally, this may also be taken as an indication of the relative intelligence of the two groups.

Improvement is much higher in grades 4, 5, and 6 than in grades 7 and 8.

Improvement in total median scores shows 5.6 words for reproduction of stories as against 6.8 words for original experiences.

D. Conclusions:

Improvement in word knowledge was found to be greater by means of the original experience situation than through the use of reproduced stories. This result was obtained in spite of

(a) the comparative inexperience of the teachers of Group II.

(b) the change of teachers for one of the grades in Group II.

(c) the fact that the teacher of grades 7 and 8 favored the story reproduction situation.

This conclusion does not imply that original experiences should be used exclusively in planning oral English lessons, but rather that this type of situation should receive at least as much emphasis as accorded the reproduction of stories.

TABLE IX

PERSONAL EXPERIENCES

	4B		5B		6A		7B		8B		TOTAL	
90–100.....									1	1	1	1
80– 89.....				1			2	2	3	2	5	5
70– 79.....						2	3	4	9	9	12	15
60– 69.....		3		6	7	10	8	11	9	9	24	39
50– 59.....	2	6	7	9	8	18	13	10	2	5	32	48
40– 49.....	10	12	9	13	19	11	7	5	2		47	41
30– 39.....	10	10	11	6	7	6		2	1		29	24
20– 29.....	11	2	10	3	3	0	1	1			25	6
10– 19.....	1			1							1	1
0– 9.....												
N.....	34	33	37	39	44	47	34	35	27	26	176	180
Median Score....	25	33.8	27.7	37.3	36.3	43.6	46.9	49.5	59.4	58.9	37.0 (+6.8)	43.8

TABLE X

REPRODUCTION OF STORIES

	4A		5A		6B		7A		8A		TOTAL	
90–100.....												
80– 89.....										2		2
70– 79.....							2	1	2	3	4	4
60– 69.....				1	4	7	7	8	4	5	15	21
50– 59.....			1	2	8	16	10	13	15	12	34	43
40– 49.....		4	1	5	12	7	14	12	6	8	33	36
30– 39.....	3	9	9	18	11	7	7	4	4	2	34	40
20– 29.....	8	16	16	14	2	5	2		1		29	35
10– 19.....	20	13	12	2							32	15
0– 9.....	13	0	2	1							15	1
N.....	44	42	41	43	37	42	42	38	32	32	196	197
Median Score....	14.5	25.0	24.1	32.5	44.6	51.2	48.6	52.3	53.3	55.4	36.5 (+5.6)	42.1

APPENDIX

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VITA

Israel Galter was born in Philadelphia, September 21, 1896. He attended the public schools of his native city, being graduated from the School of Pedagogy in 1916. While engaged in teaching he pursued courses at Temple University, and received the Degree of Bachelor of Science in Education in 1921 and the Degree of Master of Science in 1924. The subject of the Master's dissertation was "Diagnostic Testing in Written English Composition."

His practical experience includes seven years of teaching in the elementary schools and three years in the English Department of the Tilden Junior High School in Philadelphia. In 1926 he was appointed principal of the Samuel Breck Public School, Ridge Avenue and Crawford Street, which position he now holds.

WPC
PHILA.